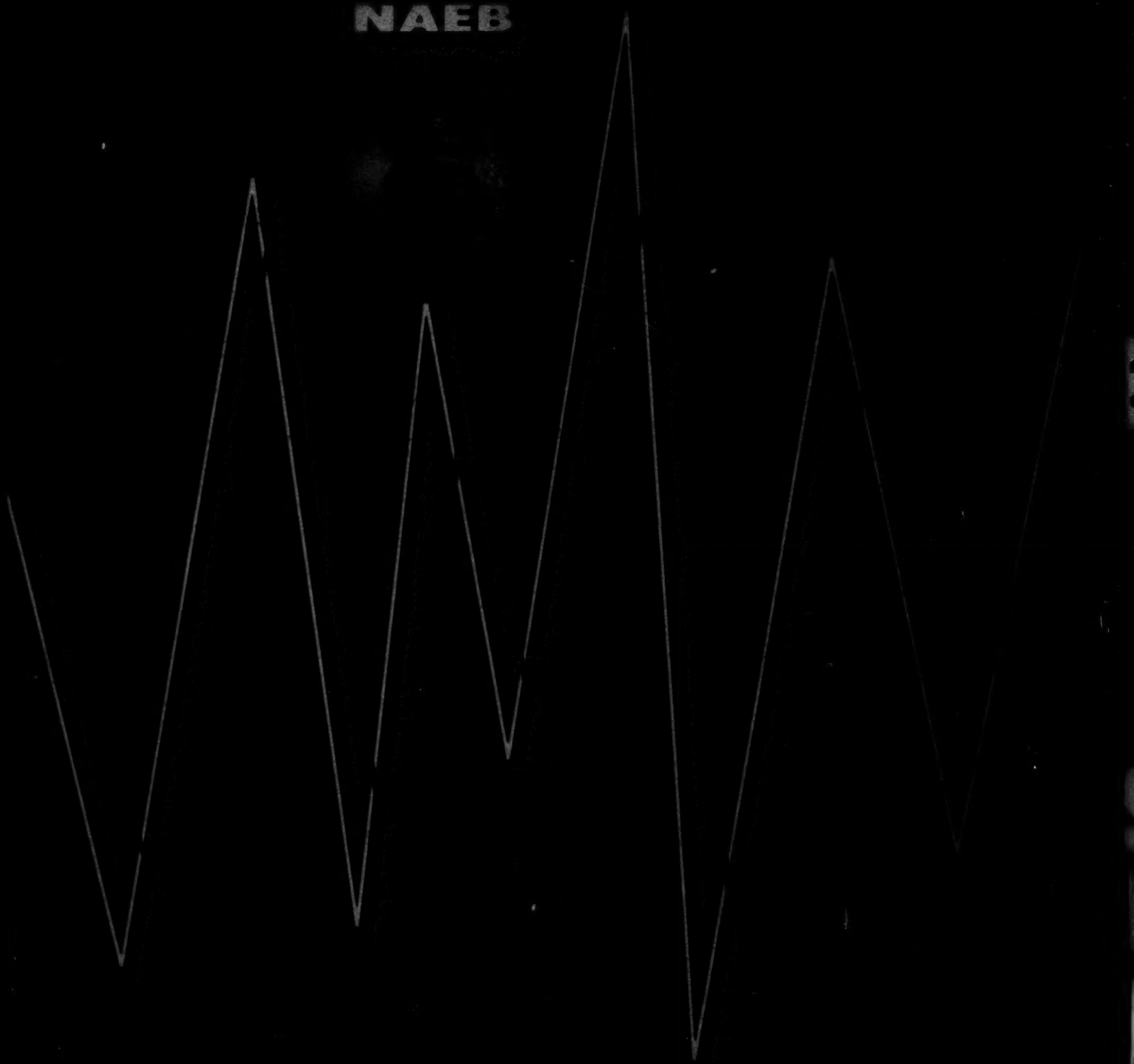
NAEB



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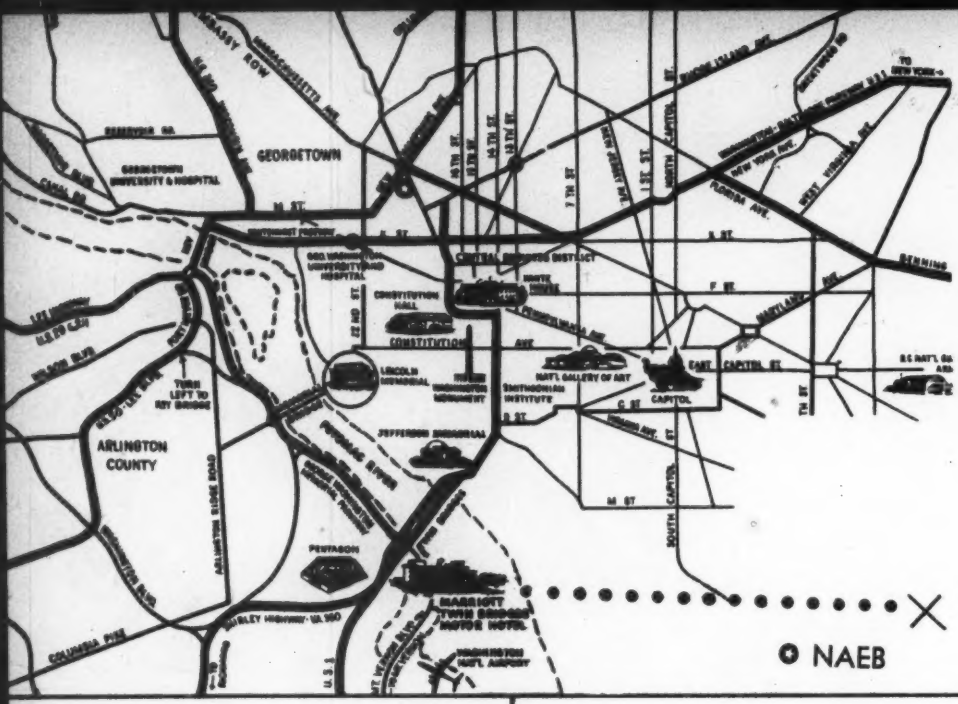

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October 22-26, 1961
Washington, D. C.

Marriott Motor Hotel
(Twin Bridges)

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Convention Issue

October, 1961

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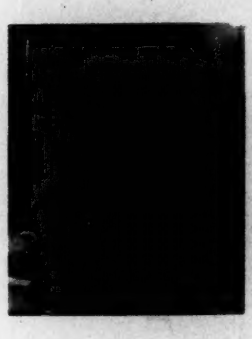
ETV: Promise and Last Hope

"I admit to a special interest in the future of educational broadcasting"



—by NEWTON N. MINOW
FCC Chairman

"Special interest" is a phrase generally avoided in Washington these days. But it is with pride, rather than apology, that as a father of three youngsters and a government officer that I admit to a special interest in the future of educational broadcasting, and particularly television.

Educational television is the TV land of promise. At the same time it is, I believe, that last hope for truly experimental television and for a sustained attempt to find new ways of broadening the horizons of men through the use of this most persuasive—and pervasive—medium of communication.

Since becoming chairman of the Federal Communications Commission I have, of course, become increasingly aware of the problems facing educational television and the development of a "fourth network." But along with this I have shed any impression I might have had that ETV still lingered in the twilight zone of promise rather than in the real world of performance.

Less than a decade has passed since the FCC reserved television channels for noncommercial educational use. In that short space of time, and despite grave financial and technological hurdles, the accomplishments have been astounding. Starting to crawl with a single station in 1953, the system now can boast fifty-six ETV stations stretching from west of New York to east of Los Angeles. As chairman of the FCC it is my resolve to see that in the near future the coast-to-coast "stretch is extended eastwards to include New York and westwards to include Los Angeles."

As the number of stations has grown, so have the opportunities for the use of creative energy. Certainly, one of the most challenging and exciting jobs in education today is adapting the art of teaching to the art of television. And a contribution to the art of technology is being made by the Midwest Program on Airborne Television, which in many respects is a forerunner of the television relay station in space. Just as important as pure "instruction" has been the thrust forward in programing demonstrated by the National Educational Television and Radio Center. NET and the Westinghouse Broadcasting System have played a most important part in the formation of INTERTEL. I confidently believe that the international exchange of programs of superior quality through INTERTEL is the beginning of a system which will draw on the entire world for its materials.

So, in less than a decade, the structure already exists for a new system of television that will challenge stereotype programing and set new standards of creative achievement. Looking ahead, one's mind ranges over the possibilities without finding a limit.

Take, for example, the "crisis in education." In the resolution of this crisis television can be much more than an educational "aid." It can become an indispensable tool.

We have heard a great deal in the past few years about the national need to increase the study of science and mathematics. Yet, first-rate mathematics and science teachers are scarce and in such demand that they tend to be concentrated in the more affluent school systems. The same applies, of course, to the well-equipped laboratories and other facilities that go with such instruction. In this situation, educational television has an unrivaled opportunity to be the great equalizer—to use the abilities of the first-rate teachers and the facilities of the best-equipped school systems for the benefit of students throughout the country. As for the impact of such instruction, I felt I had been given another weapon to use in the good fight when I read this statement by Governor LeRoy Collins, the new president of the National Association of Broadcasters:

"It is now an established fact that students who have had educational experiences through television instruction learn as well as, and in some cases even better than, students who have not had such experiences."

What applies to mathematics and science, also applies to the teaching of languages, a weak point in many American educational systems, and it also applies to the teaching of teachers.

Another area that comes to mind is teaching illiterates to read and write. I read the other day that there still are 10 million illiterates in the United States, a figure in which none of us can take any pride. Now, of course, sight and sound are the two avenues to teaching people to read and write—and the marriage of sight and sound defines television.

As I think about advanced education, I see a gradual erasing of the line between "pure instruction" and "cultural" programing and even high-quality "entertainment." I think, for example, of the pleasure as well as the extra dimension added to "instruction" in studying Shakespeare with the aid of the fine BBC series, **An Age of Kings.** Or of studying current social problems with the aid of **Prospects of Mankind,** moderated by Mrs. Eleanor Roosevelt. Or of turning from the book to the screen to see and hear Robert Frost and Carl Sandberg read their own poems.

There are rich resources from the work of imaginative producers of educational films and visual techniques of learning. An entirely new world is being opened up—a world in which one is able not only to read "about" our great contemporaries but also to meet them face to face.

This sort of programing, of course, goes beyond the classroom and is the stuff of which adult television is made. I would like to quote, with entire approval, these remarks made recently by Jack Gould, in the **New York Times:**

"The word 'education' can have a forbidding connotation but what

". . . a precise, beautifully objective and tremendously interesting study of the mass media."—*Rod Serling.*

TV

THE BIG PICTURE

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the proponents of a station (an ETV station) really mean is a sustained schedule directed to the mind, a frame of reference that assuredly allows for fun, nonsense, substance, controversy, enlightenment and enchantment."

As chairman of the FCC I do not intend that my special interest in educational broadcasting be limited to rooting from the sidelines. I should like to recall two sentences from my speech last May to the National Association of Broadcasters:

"I will do all I can to help educational television."

"If there is not a nationwide educational television system in this country, it will not be the fault of the FCC."

There are already projects under way at the FCC which will benefit ETV. One is the study of UHF transmission and reception by means of an experimental station in New York City. On the Congressional front we at the Commission have given our full support to legislation that would provide federal financial assistance for the construction of ETV facilities.

The FCC also is conducting an inquiry as to methods by which one of the seven VHF channels in New York and Los Angeles can be made available to noncommercial television.

But, I believe the time has come to go beyond individual projects and legislative recommendations and give recognition to the present importance and unlimited future of educational broadcasting within the structure of the Federal Communications Commission. There are special problems in educational broadcasting that require special handling within the FCC. There also is the problem of coordination between the various branches of the Federal Government which have an interest in noncommercial broadcasting.

We have consulted many educational broadcasters and their associates about this, and we are now at the stage where we can determine the best way to give practical organizational expression to our desire to help.

Within the next few months we hope to be able to announce that this mission has been accomplished. I am confident it is to mark the start of a new relationship between the FCC and the educational broadcasters, in whose hands lie the realization of the promise of television.

It Does More Than Teach

—by CHARLES CALLACI

The author, ETV production manager for the Anaheim, California, City Schools, examines some of the projects submitted by students to illustrate points in television lessons.

Many articles have been written about achievement of students as they learn via television. Properly used, TV's impact and effectiveness cannot be challenged. Equally thrilling, however, are the surprising "side results" of ETV which continue to appear to all those involved in the medium.

One of our studio teachers casually suggested that if one of the viewing children made a "project" to illustrate a point in the lesson, it might be shown on television. Within forty-eight hours the TV teachers were besieged with all types of models, scrapbooks, exhibits, homework papers, compositions, and experiments. The stimulation was so great that one of the four TV studios was temporarily converted into a storeroom for the materials the children had prepared.

Throughout the week as we met parents in local supermarkets, at the gas station, in the movie line, we heard such comments as, "What are you guys doing over there in educational TV? Do you know that I was up half the night trying to complete a model that my kid and I had been working on since I got home from work?" Or, "Well, thanks to you I didn't get to see the fights last night. Had to help my boy with a project for TV." Even the school superintendent was seen working with his fourth-grade son for a full week end. What stronger motivation can be found for parent-child relationship and parent interest in school?

In still another instance children from one of the classrooms wrote a short play structured around the new words and phrases learned in Spanish. In order to give the other viewers some practical experience in listening to the dramatization of words and phrases already learned, the play was presented on television. This obviously stirred interest in all the rooms and other Spanish stories and plays as well as games and singing groups made their bid for TV presentation.

The teaching of Spanish itself has been a gratifying experience for all—particularly in its effect upon students aside from learning to speak the language. In general, California schools have a comparatively large enrollment of Mexican-American children, who, because of cultural differences, often wrongly feel less important than other youngsters. In our school district, with the beginning of Conversation Spanish television lessons, all this was to change radically. As they became familiar with the television title card, "Aqui se Habla Espanol," accompanied by the Latin-American theme song, it didn't take long for the children of Mexican heritage to feel different in a totally new way.

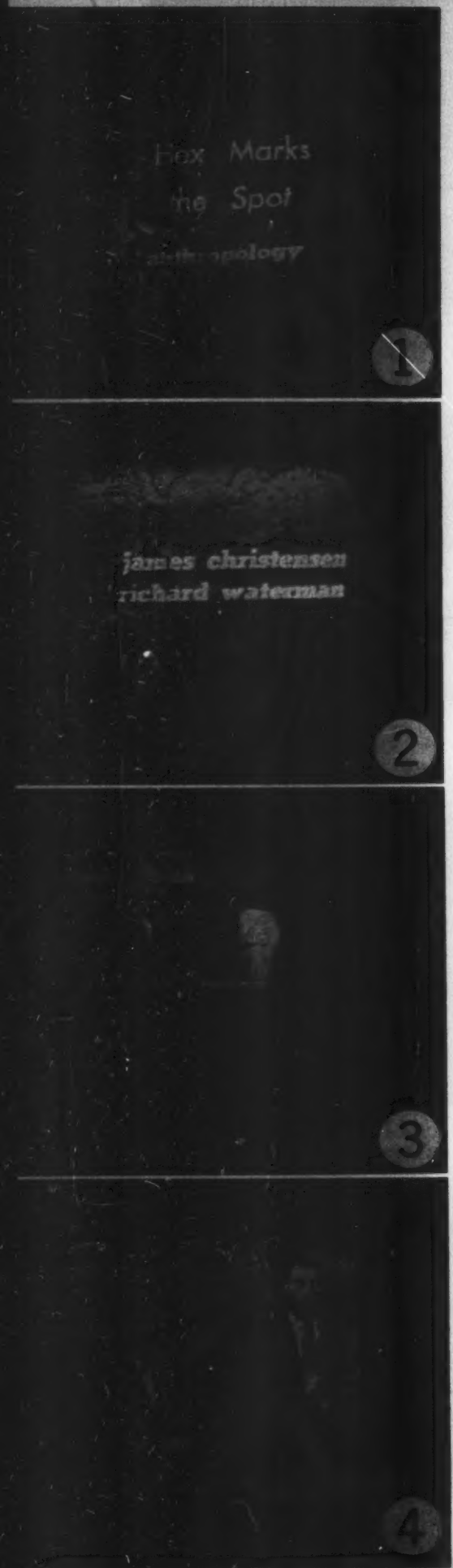
The most popular television teacher—virtually a hero to all the viewing children—was of Mexican descent. As he taught them words, phrases, songs, games, and jingles the Mexican-American children showed the other children, and even the teacher, how to pronounce the words and sing the songs authentically. These boys and girls soon began to bring objects to class—objects which their Spanish-speaking parents and grandparents treasured in trunks, closets, boxes on shelves, and other places in the home. These were things of which El Senor Professor spoke as he taught the history, culture, and customs of Mexico, South America, and Spain. A new pride and dignity reached these youngsters as the other children looked and listened with wide-eyed interest to these enviably "different" Americans of Mexican descent.

One of the greatest problems of education is what to do with the slow-reading child. By setting up different reading groups educators attempt to meet the individual differences of a child through a controlled vocabulary. However, to set up different groups in science or social studies (where the textbooks are generally written for the better reader) presents too great a problem for the already overburdened teacher. To our surprise, ETV performed a service we had not anticipated. The child with reading difficulties, through a variety of close-up TV pictures, saw and studied models, examples, illustrations, drawings, dramatizations, and experiments. The child who before had little opportunity to develop interests and aptitudes through reading made and experimented with things. His creative imagination was aroused. Not only did he participate more actively in the classroom work but he was stimulated to learn to read in order to find out more about this fascinating new world which television presented to him. He was recognized and accepted, in many cases for the first time, because of his new found skills which he contributed to class.

The demand for library books has increased. The TV teacher aroused interest and curiosity by showing, reading a portion of, or recommending a book which could be checked out for further information.

Not only was the minority-group child and the non-reader given a new perspective of himself and things around him, but the above-average child, in order to challenge his intellectual potential, was given the opportunity to view those TV lessons designed for higher grades.

These are but a few of the many gratifying side effects which continue to reveal themselves through this powerful new instrument of learning.



If Visuals Aren't Good, Don't Use Them!

—by PRESLEY D. HOLMES, JR.
Wayne State University

One of the dangers in using television in education lies in the kind of thinking (all too common) that argues, "I'm going on TV; I've got to get pictures and charts and gimmicks."

There is no doubt that many courses and content areas would profit from the use of additional visual material. There is also no doubt that many of them would not. Any content suffers from the overuse or improper use of visuals or gimmicks, if they become more important than the content and distract from the main purpose of the presentation.

A visual or gimmick should never be used just for the sake of having one, just because someone is "going on TV." The use of any visual material or video effect must be justified by contributing to the understanding, amplification, or clarification of the content.

This means that in some cases only the face of the instructor ought to be on the screen. It can be an interesting and exciting experience watching as an idea is presented and developed by an animated and enthused teacher.

This also means that in some cases great use can be made of the potential of television to reinforce particular facts or concepts. Because of television's electronic and technical characteristics, it can contribute something more to an educational program than merely showing close-ups of small objects, charts, pictures, illustrations, or other graphics.

For example, it is possible to superimpose one picture over another, achieve a split-screen effect, reverse a picture from right-side-up to upside-down or from left to right, change the picture from "positive" to "negative," distort the picture by making an object appear wider or narrower, use prismatic lenses to achieve multiple images and other variations, all by technical devices.

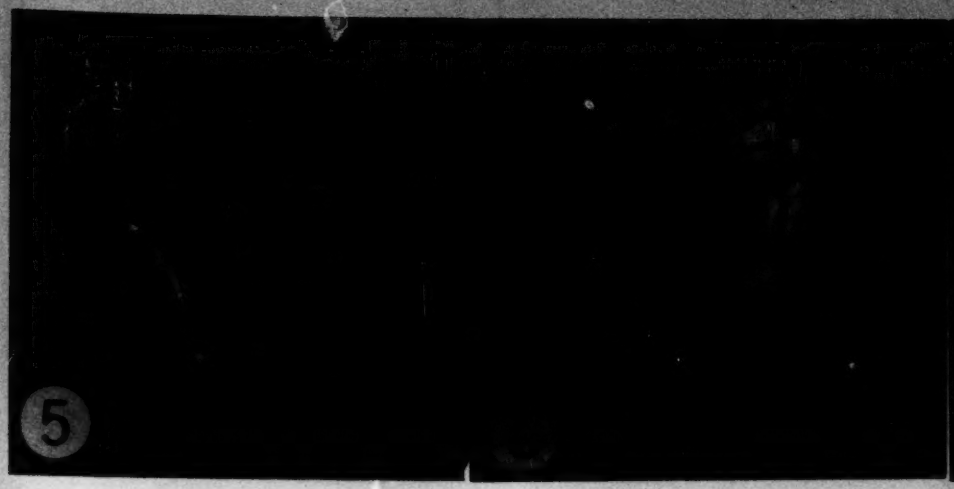
Some of these possibilities were utilized in a series of programs on anthropology, done at Wayne State University with Drs. James Christensen and Richard Waterman. With the television producer, each effect was analyzed in the light of the program content, to see if and how it could be utilized.

The effect of reversing the picture from left to right was on a program which dealt with a satire on the American culture. The content was based on an article by Horace Miner (in the American Anthropologist for June, 1956) which concerned a tribe known as the NACIREMA. This word was written on the blackboard, and with no interruption in the dialogue the picture was reversed to reveal what tribe was actually being discussed.

The greatest use of video effects was made on a particular program which dealt with magic and seemingly magical practices, entitled "Hex Marks the Spot." It was felt that television could be used to point up magical practices, witchcraft, and sorcery, as well as or better than simply relating stories, pulling rabbits out of a hat, or showing pictures of witch doctors. Why illustrate a magic program with sleight-of-hand when, with a new approach, it could be done with sleight-of-television?

Four specific effects were selected for use on this program.

Superimposure, the technique of putting two cameras "on the air" simultaneously, is used so extensively and is so common that it is hardly considered an effect. The most frequent use, of course, is to put letters or figures over the main picture, such as titles



or words which are unknown, unfamiliar or difficult to spell, (1 and 2).

This effect was to be used on this particular program not for words but for one of the professors, to illustrate the belief held by some that magic can shrink a person. By superimposure one of the men could be made to appear smaller than the other.

To illustrate the familiar "now you see it, now you don't" technique of magicians, a specialized split-screen effect was devised, to make things seem to disappear in the center of the television screen.

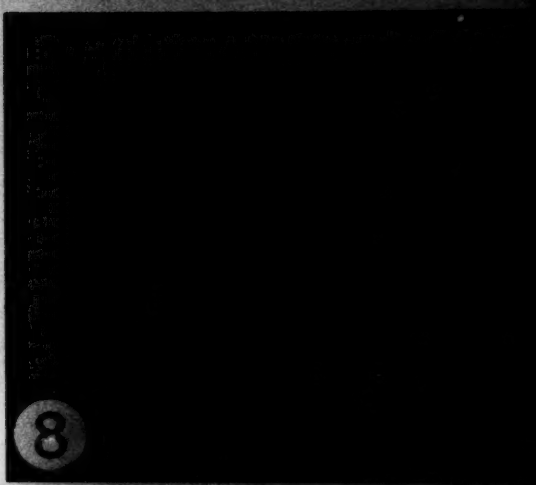
The potential of broadcasting a "negative" picture seemed tailor-made to illustrate another belief that some forms of magic can make one think that "black is white and white is black." And, in addition, "up is down and down is up," was to be demonstrated by making use of the possibility of inverting the picture.

It was felt that these effects provided adequate illustration; any greater use would run the risk of calling attention to them, and make them stand out to such an extent that they would throw the program content as a whole off balance.

The content and selected effects were integrated and used in the following instances out of the total half-hour program.

For the first, Dr. Waterman was shown seated behind his lectern-desk and the "shrunken" Dr. Christensen superimposed, apparently standing on the lectern and barely reaching his colleague's chin, (3). The "halo" effect contributed to the "magical" feeling.

The split-screen was done with one camera, rather than with a special effects amplifier. Two identical sets were placed at right angles to each other with Dr. Waterman in one and Dr. Christensen in the other. A mirror placed at a 45-degree angle in front of the camera lens created the illusion of the two men side by side, (4). When they both walked to their left, (since Dr. Christensen was a mirror or, reverse image), they appeared to disappear in the center of the picture, (5, 6, and 7).

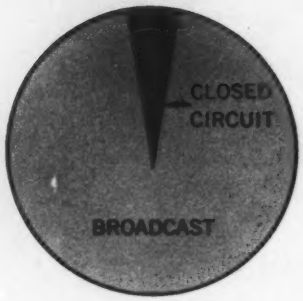


Since the "negative" picture could be effected gradually, almost imperceptibly, it was used while Dr. Waterman was reading a Trobriand Island incantation which allowed more time for the effect to register. As the reading of the ritual progressed, the broadcast picture changed until "black was white and white was black." To enhance and reinforce the effect, a blackboard on the set was included in the picture, so that the board appeared light grey and the chalk writing appeared black, (8). The picture was returned to "positive" before the end of the incantation.

The last effect, the inverted image, was utilized when Dr. Waterman manipulated a Voodoo doll. He explained that this doll had to remain right side up in relation to the things around it: if the doll was turned upside down, then everything else had to be upside down also, (9 and 10).

These then, are examples of video effects which were employed in the anthropology series. It is important to remember that they were not used just for the sake of the effect itself, but actually amplified and illustrated the subject matter.

The use of video effects by these professors contributed to the over-all effectiveness of the programs, not because they were "going on TV," but because they were an integral part of the program content as a whole. This is the only justifiable use of them.

IS THIS  YOUR ETV OPERATION?

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TO THE MEMBERS OF THE N. A. E. B.

May I take this opportunity to express my admiration of the tremendous strides that you have made in your field, and my appreciation of the contributions which educational broadcasting has made to our society and culture. Educational radio and television, through your efforts, are fulfilling a destiny which is crucial now and will be of greater importance in the future, not only for the United States, but for the whole Free World.

You have not only kept pace with the broadcast industry, but in many instances have been the leaders in developing and implementing new concepts and techniques.

Free World education faces increasingly difficult times and unprecedented problems. During these times, this country will realize the full value of the facility which you have created.

I am proud that products of the Ampex Corporation have been useful instruments to you. We accept, and will meet, the continuing challenge of providing equipment of quality and advanced design to serve your growing needs.

Very truly yours,

Alexander M. Poniatoff

Alexander M. Poniatoff

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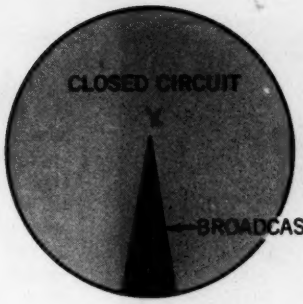
OR IS THIS  YOUR ETV OPERATION?

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After 1 Year --a report

by WILLIAM G. HARLEY
NAEB President

On the eleventh floor of this flat-iron building at 1346 Connecticut Avenue, N. W., Washington 6, D. C., are the NAEB headquarters offices.

The place—Washington, D. C., capital of the United States, seat of government, site of FCC and other federal agencies, headquarters for 200 educational associations and learned societies.

The location—Dupont Circle Building, 1346 Connecticut Avenue, N. W., postal zone 6, eleventh floor, rooms 1119—1124 (turn left after you get off the elevator).

That locates the new headquarters of the NAEB. But such data does not describe our new offices nor, more importantly, does it begin to indicate the extent of our new-found place in the sun.

The Dupont Circle Building is a tall flat-iron structure that pokes its point into Dupont Circle, a grassy interruption in Connecticut Avenue's interminable asphalt and the rows of embassy mansions that line Massachusetts Avenue. From our windows, in the distance, one can see the white dome of the capitol; nearby the gray and white vertical accents of the NEA building; and close by the French-chateau-like mansion of the American Council of Education and the austere simplicity of the Brookings Institute. Two blocks away to the south, the Broadcasters Club and **Broadcasting** Magazine; a block to the east, the headquarters of the National Association of Broadcasters; a block to the west—the Cosmos Club. Besides the complex of educational organizations in the buildings of the NEA and ACE (including the Center's Washington office and JCEB), the immediate vicinity is the location of the American Political Science Association, the American Book Publishers Association, the National Science Foundation, the Electronic Industries Association, and the American Association of University Women.

Housed within our own building are such offices as the Nigerian Embassy, Center for Applied Linguistics, National Federation of College and University Bursars Officers Association.

A short walk takes one to the offices of Cohn & Marks, our legal consultants, and Checchi & Co., our economic consultants; a short taxi ride away are the offices of Jansky & Bailey, our engineering consultants. A little longer taxi ride brings us to the Senate and House office buildings, the FCC, VOA, USIA, HEW, USOE, ICA, or any one of a dozen other alphabetical agencies with whom NAEB has working relationships.

In other words, we have proximity and access to people, places, and parliaments.

And now, step inside! (You are all invited to visit us in person at convention time, but let me give you an advance tour.) We enter a large central reception room, dominated by a fireplace (this building was originally an apartment hotel) over which there is a mural outline map of the United States showing the location of NAEB institutional members. The walls are beige and so are the carpets; the furniture is modern brown leather and walnut—sort of Late American Serenity . . . inappropriate but attractive.

Seated at the reception desk is Madeleine Miller. If your business is with placement, she shows you into the right-hand office where Mrs. Cynthia Knox presides over the filing cabinets, postage machine, and other accouterments of this service. If you want to see the president, you are referred to his assistant, Miss Betty McIlvane, who runs the office and him. (Actually, we wouldn't be that formal with you; just say, "Is Bill here?" and you'll be shown right in.) His office is to the left of the reception room and features a large U. S. wall map of ETV stations and reservations (reflecting the work on the ETV spectrum study) and a large map of Africa (reflecting our activities in the Sudan.)

Just down the hall is another suite of offices in which are located Anne Taylor, who backstops the Sudan mission; Mary Lynn Moody, who backstops Vice President Hill; and V. P. Hill himself, who backstops everybody and everything. We also have a refrigerator full of cokes, aspirin, and Metrecal.

In my presidential address at the Detroit Convention, I said in urging the move to Washington: "If the NAEB is to compete successfully for prestige and support; if it is to become genuinely recognized and accepted by leaders in government, business and education; if it is to effectively influence national policy and decision in matters affecting educational broadcasting—it cannot remain in a Midwest basement. It must emerge from its provincial obscurity and find a place within the main stream of communications and in proximity to the

places where the nation's major decision-making goes on.

"We would be in a position where we could get to people and people could get to us. We would be conveniently located for consultation and cooperation with scholars and administrators in the hundreds of educational associations and learned societies which make Washington their headquarters; we could much more effectively coordinate our activities with those organizations active in our own field (JCET, DAVI, ACE, NETRC); we would be in a better position for liaison with Congress and for representing educational broadcasting in relation to work of federal agencies. Our servicing of contracts with the U. S. Office of Education would be greatly facilitated by being physically on hand; cooperative activities with the OWI, USIA, and other official groups, and foreign consulates would be greatly aided. As a base for a national information, publicity, and public relations program in the cause of educational broadcasting, the nation's capital has obvious advantages."

Let us see how the predictions have worked out in practice. The script of a sample day may be instructive.

Betty: Good morning, Mr. Harley; you're late—as usual.

Bill: Sorry, I forgot to tell you I was having breakfast at the Mayflower with Carleton Smith.[1]

Betty: But you were to have lunch with him at the Broadcasters Club.

Bill: I know—he had to change it; so now call Lenny[2] and C. M.[3] and see if they can make it for lunch to talk about the Commission's announcement on new FM rules.

Betty: O. K. Dave Stewart[4] phoned to say they are sending over the material you asked for and Kurt Borchard[5] wants you to call him back; something's come up on the Roberts bill. And Hartford Gunn[6] is in town and hopes to drop by this afternoon.

Bill: That all? Weren't you able to reach Hull?[7]

Betty: No, nobody seems to know where he is, but his secretary says that Friday is free on his calendar so he could see Ribicoff[8] then if you can't make it.

Bill: Good, what's in the mail?

Betty: Nothing special. You have an invitation to a cocktail party at the Canadian Embassy and the Broadcasters Club is having a special reception for Ed Murrow[9] next Thursday. Oh, and that reminds me—John Wiggin[10] called to see if you could have lunch with him and Henry Loomis[11] early next week about VOA-NAEB cooperation.

Bill: Fine, see if Tuesday will—DOOR BURSTS OPEN; MAN BURSTS IN.

Hill: (Who's been at work since 7 o'clock) Hey, did you ever hear of an outfit called the National Pharmaceutical Association? They want to come over this afternoon

1 Vice President, Radio Corporation of America.
2 Leonard Marks, Cohn & Marks, NAEB Counsel.
3 C. M. Jansky, Jr., NAEB engineering consultant.
4 Executive Director, Joint Council on Educational Broadcasting.
5 Counsel, House Interstate and Foreign Commerce Committee.
6 General Manager, WGBH-FM-TV, Boston, Mass.
7 Richard B. Hull, NAEB Board chairman.
8 Abraham Ribicoff, Secretary of the Department of Health, Education and Welfare.
9 Edward R. Murrow, Director of the United States Information Agency.
10 Special Projects Officer, Voice of America.
11. Director, Voice of America.

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and talk to us about having us produce a series of radio programs. Is three o'clock all right for you?

Bill: Is it?

Betty: You've got an appointment with Mr. Acda [12] from the Dutch TV then, but maybe I can switch it to four.

Bill: See if you can. Harold, what's with ICA?

Hill: Mooney [13] and the chief accountant are coming over this morning to work out the final figures.

Bill: I hope so. What did Meyers [14] want?

Hill: Wanted to know when we were going to get our comments in on the Commission's N. Y.-L. A. thing. And I'm having lunch with him and Dobin [15] tomorrow.

Betty: Mr. Harley, you are due now over at the Shoreham for the conference on International Technical Assistance and at State at 11:30 when Phil Coombs [16] gives the briefing on his African trip. And while you're there, pick up the tape on the President's press conference.

Bill: I'm on my way. Keep trying for Hull, and Harold—you phone Kurt and find out what he wants. I'll call in later.

EXITS RUNNING - ALARMS & EXCURSIONS OFF.

Betty: I don't see why he bothers with an office—he's never in it anyway.

Hill: Yeah, well, so long—I've got to get over to a meeting at ICA. Be seein' you!

EXITS RUNNING - MORE ALARMS & EXCURSIONS.

Betty: Yeah. Well, girls, now we can get down to work.

The foregoing is true to life; not even the names have been changed—just the times. Not all these situations occurred on the same day, but they all happened and they do illustrate the kinds of activities that occupy the headquarters staff in its Washington locale.

Now let us examine more closely several areas of activity which have profited by the move to Washington.

For the first time the NAEB network has been able to develop its own specially tailored commentaries and news conference reports from the nation's capital, as established by Len Press, on leave from his post at Kentucky. Each week we distribute **Washington Report,** utilizing people and materials available here to illuminate and clarify issues and events of common concern. **Special of the Week** utilizes materials from presidential and cabinet members' news conferences and talks by prominent people speaking at the National Press Club or elsewhere. The Voice of America is now making available to the network a selection of its best features, originally developed for overseas broadcast. We plan to expand the production facilities of the Washington office and greatly increase the flow of distinctive and timely materials which can be realized from the unique resources in the nation's capital.

The move to Washington has accelerated our interest in international affairs and facilitated the development of plans to assist our government in its technical assistance program for newly evolving countries. Several memoranda have been prepared regarding our concern that these instruments be developed in these countries for educational purposes and indicating how NAEB can help by providing qualified personnel as technical consultants. These memoranda have been circulated among various agencies and have met with sympathetic response. In addition, it has been possible to consult directly with officials in the State Department, foreign ambassadors, embassy officials, and members of the White House staff. With the assistance of our consultant firm, Checchi & Co., we have been working to develop, first of all, recognition, and, second, what diplomats term "presence," i. e., confident acceptance of a country (organization) as the competent natural body to handle certain types of responsibility. The first concrete manifestation of such recognition is the ICA contract to send an NAEB team to the Sudan. Similar contracts are expected to follow. Another recognition—NAEB was chosen by the State Department to represent U. S. knowhow in educational television at the World's First International TV Symposium held in Montreux, Switzerland.

Closer liaison with the FCC and committees of Congress is another plus that has been realized by the headquarters shift. Whereas before, NAEB administrators were obliged to operate from Urbana via long-distance telephone and letters—often on the basis of tardy and third-hand information —it is now possible to contact key people instantly by local phone or see them in person. The result is that we have been able to keep in continuing touch with the FCC and other agencies, to carefully observe the progress of legislation of concern to educational broadcasting, and to be instantly responsive to rapid developments on the legislative or regulatory fronts.

A Washington "command post" has given NAEB a greatly increased sophistication in political matters and a degree of "au courant-ism" it has never enjoyed before. This will lead to a more effective role in participating in the development of public policy.

Our new location has facilitated NAEB participation in the meetings of other groups—in conventions, panels, conferences, seminars, and guidance activities in the educational uses of radio and television—and has promoted useful cooperation and joint efforts with the Center and other national organizations.

The Washington location has greatly facilitated and improved our ability to obtain and provide information. The new office makes available in a central location—available to scholars, foreign visitors, as well as our professional colleagues—the research archives and services now present and being developed. In turn, NAEB has ready access to libraries and offices of national academies, learned societies, professional associations, and government agencies. This makes possible better servicing of our membership, both in searching out information and materials requested and in providing accurate up-to-date reporting of national developments in the educational broadcasting field. The **Washington Report** is distributed with the **Newsletter,** with special issues when warranted by urgent matters.

In short, the establishment of Washington headquarters has increased our usefulness to our constituency and to the total educational, national, and international community. NAEB is now in a position, in cooperation with other professional associations, broadcasting organizations, and educational constituencies, to more effectively assist our nation in its educational effort and command the support needed to implement the best uses possible of the electronic media for the welfare of our nation and mankind everywhere. That's the position we're in—in Washington, D. C.

12 J. W. Acda, director of program services, Radio Netherland.

13 Leonard Mooney, Contract Officer, International Cooperation Administration.

14 Tedson Meyers, Administrative Assistant to the FCC chairman.

15 Paul Dobin, Cohn & Marks, NAEB counsel

16 Assistant Secretary of State.

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Teaching

Television teaching begins for French rural schoolboy.

Three European countries—France, Britain and Italy—have officially introduced television classes into their school programs. Conclusions of education officials on the video teaching so far is that it can provide:

- Expert, modern teaching for children—and adults for that matter—who are ill or crippled, and for those who live in isolated villages and farms, and in poorer areas of the country.
- Constant up-dating of materials and information, and introductory exposure to more esoteric subjects than can be included in the usual school curriculum.
- An enormously expanded classroom for the best teachers.

France has now had ten years of cooperation between its Ministry of Education's National Pedagogic Institute and the state-owned-and-operated TV network (RTF) in video-teaching projects. Today the program is Europe's most important, with some 5,000 schools tuned in on RTF's supplementary teaching over TV.

In Britain, too, the TV teaching programs supplement rather than substitute for regular classwork. Some 2,140 British schools now follow either the government-controlled BBC or the commercial channel's educational courses.

In Italy, the project is different. The televised lessons duplicate exactly the secondary courses which prepare pupils for the entrance examinations of professional schools. They are the Italian answer to a situation in which the Ministry of Education, due to lack of credits and qualified personnel, is unable to give all eligible children the pre-professional education they are entitled to receive under Italy's postwar Constitution. The 16,000 sets in use have been donated by the Ministry of Labor, municipalities and religious and private organizations and individuals.

In France, the RTF is responsible only for transmitting the programs. The Institut Pedagogique National of the Ministry of Education decides on content, writes the scenario, provides documentation, does the filming and recording. To prepare for classroom discussion, it also sends in advance to teachers material on each lesson.

The total operation is conducted on a budget of $160,000—$100,000 being supplied by the Pedagogic Institute, the rest by the RTF. This amount provides more than might be imagined, for production costs are very low. A producer for example, may contribute his time and skill for only $50, for a show which requires an average 45 hours work.

On this budget, three separate series of educational programs are shown on schooldays. In the morning there are quarter-hour lessons for very young children—alphabet games, foreign places and people, hygiene, and reproductions of famous works of art are sample subjects. After lunch, there is a half-hour for children in the seventh grade and higher, these lessons dealing with a diversity of subjects, including the theater, industrial techniques, geography, physics, biology, travelogues and folklore with commentary in the appropriate foreign language. The "third program," 6:30-7:00 p. m., is meant for students in the final three years of the lycees and technical schools. Outstanding authorities lecture on spatial research, laws of physics, or the latest advances in biological research. Discussions of and readings from the works of twentieth century writers like Camus, Giraudoux, Eluard, Montherlant are presented.

These three series hardly add up to a large-scale offering. Nor is the program as yet available to the majority of French children (3,150 of the 5,000 schools making use of the television service are elementary schools, and most of the schools are in rural communes).

The lycee in Sevres, just outside of Paris, however, has been asked by the Service of Educational Television of the Ministry of Education to use three of its seventh and eighth grade classes for a more extensive experiment in closed-circuit TV instruction. The purposes of the experiment are to test the reactions of schoolchildren to intensive televised instruction and their capacity to concentrate, as well as to study the possibilities of various methods of subject-"visualization." Only mathematics instruction was given in 1959-1960, but this school year,

Through Television – in France

—reprinted from *France Actuelle*

French and natural sciences were added to the television curriculum.

Some of the children at Sevres say they are somewhat unhappy about the TV lectures because they can't ask questions of the teacher. As one of them, a 14-year-old boy, put it: "I no longer go to the classes. I couldn't follow what was going on because I couldn't ask questions. The professor on the TV screen did have two or three pupils in the studio with him who asked questions, but they were not the questions I would have asked."

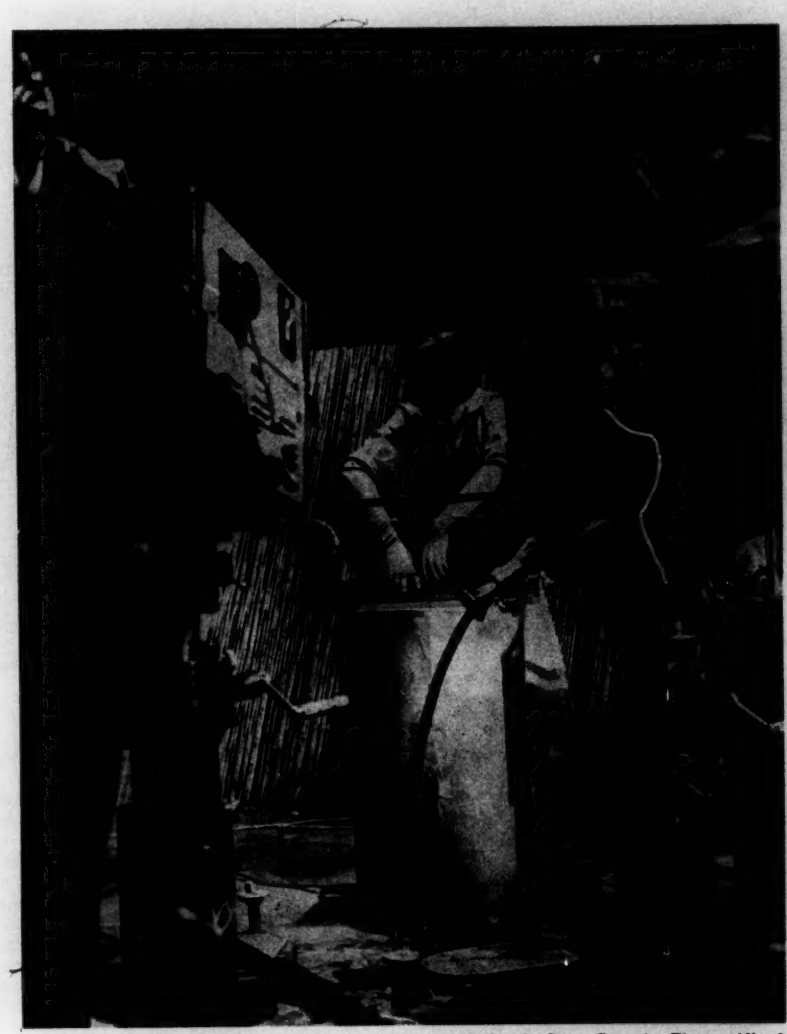
A young teacher of TV English complains that: "I was alone in the studio. I was unhappy not to have an audience. I no longer had contact with my pupils. What they are doing is masking as pedagogy a procedure which, in reality, is only aimed at making up for the lack of teachers."

Said a little girl in the classroom: "We take advantage by whispering a bit more, but not very much. A proctor is present."

Say those in charge of the TV classes at Sevres: "These experimental classes have not replaced, and were not intended to replace, regular classwork. But they have definitely proved television to be an effective teaching tool at the secondary school level, and one which significantly complements and enriches the regular schoolwork."

Impressed by the Sevres lycee's experience, the Lille Regional Center of Documentation and Teaching Materials and the RTF at Lille recently began a semi-weekly televised mathematics course in the region's lycees and colleges of general education.

In net then, after ten years of collaboration and experimentation, the Institute and the RTF feel they have made a going and growing concern of televised instruction. They have learned to give primacy to visual material—something which does not come naturally to educators when they first try to develop courses of TV instruction. And they have learned the importance of using only the latest information and developments in any field, as far as possible avoiding the duplication of material easily available to the general public. There have been some complaints about programs being over children's heads.



Photos Institut Pedagogique National—Jean Suquet, Pierre Allard
A French television teacher at work before the TV cameras.

But the children themselves, say those in charge of the project, seem to enjoy being challenged, and they become more interested in working harder at the elementary and intermediate levels of subjects covered, after these TV glimpses of the higher possibilities.

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Good News for Grades 5 and 6

—by CLARISSA SUNDE

Newscaster Jack Gilbertson, Minneapolis teacher, and Producer Clarissa Sunde, radio-TV consultant for the Minneapolis Public Schools, study a script.

"In all mass media the public gets too much froth because too few want substance. In turn, the majority does not want substance, partly because they are inadequately informed. The circle is vicious," says Dean Edward W. Barrett of the Columbia University Graduate School of Journalism, (**NAEB Journal**, May-June, 1960).

Through a radio program, "News for Grades 5 and 6," the Minneapolis Public Schools are trying to help break that vicious circle by training pupils to listen to news of substance.

A teacher serving on the advisory committee for educational radio and television suggested a year ago that a news program for the upper elementary grades would be valuable. The committee was enthusiastic in support of the suggestion, and it was my assignment to produce such a program. Station KTIS AM-FM offered air time.

The superintendent of schools, the elementary curriculum department, and a committee of fifth-grade and sixth-grade teachers all had part in developing the program.

A notice in the school bulletin invited teachers who were interested in broadcasting to come to the radio-television department to tape record a sample newscast. Next, the planning committee met to listen to the tapes and select the newscasters. They chose two teachers. The broadcasts began November 10, so there were twenty-six weeks left in the 1960-61 school year. We assigned an equal number of broadcasts to each teacher.

The period 9:15-9:30 a. m. was chosen for the broadcast, since it would coincide with the morning meetings or the civic leagues when news items were discussed, and the follow-up led into the social studies period.

Both the superintendent and the planning committee were concerned with the kinds of news to be presented. The superintendent suggested that items related to economics be included, so pupils would become familiar with the American system. Some teachers suggested that topics related to the United States and Europe be emphasized because they tied in closely with the social studies curriculum; others said that news items should not be limited to topics related solely to social studies. Since so much has been happening in Africa, in Asia, and in Cuba, the newscasters could not have done an adequate job of covering the news if they had been restricted to Europe and the United States.

SAMPLES OF NEWS

"The Bell Telephone Company set a new record for profits made in a single year. In 1960 the company made $1,250,000,000. This beat the old record set by General Motors in their best year, 1955. In that year GM earned $1,189,-477,000. Who got all that money? It wasn't one person, or even a small group of people.

"The one and one-quarter billion dollars earned by the Bell Telephone Company was split among 1,910,000 people. These people are called stockholders. For each share of stock they held, they received $5.53. This is called a dividend.

"The economic system in which businesses are owned by the people, like the almost two million owners of the Bell Company, is called the capitalistic system. This is the economic foundation of our country. This is entirely different from the communistic system in which the government owns all business and all property. There are no shareholders in Russia as we have them in the U. S."

(A principal who had listened to this broadcast with a class reported a good discussion followed. A teacher who could not listen to the broadcast requested that a tape of the program be sent for use with his class.)

• "Who is the fastest man in the world? He is Major Robert White, United States Air Force. Major White flew the X-15 at the new speed of 2,905 miles per hour. This is about four times as fast as sound travels at sea level. The X-15 was carried aloft by a giant B-52 bomber and then released. The X-15 carries only enough fuel to keep its engines going for two minutes, but the thrust of the engine is so tremendous that the plane is able to attain great speeds. Air Force officials hope that the X-15 will travel eventually at 4,000 miles per hour."

• "Another new record for the United States was set by the nuclear submarine Patrick Henry. It cruised more than 11,000 miles under water to the Polaris base in Holy Loch, Scotland."

Time is frequently given to sports news. In the fall, games played by the Big Ten were discussed and pupils were interested in the record of the University of Minnesota football team. However, when the newscasters learned that fifth-grade and sixth-grade pupils were not too interested in collegiate sports, they began reporting on the games

the local high school teams were playing, drawing attention to what coaches said about individual players and to the traits of character that made some players outstanding. Now, news of sports events in the elementary schools throughout the city is being reported.

Recently an elementary school requested that the broadcast include an announcement of its dedication. We believe that is one indication of the prestige it has among its listeners.

Pupils classify the news as international, national, state, or local. In some classes, monitors take their places at maps and locate cities and countries mentioned in the news.

On January 25, 1961, the newscaster said the announcer on one of the television stations said that from noon until the new president actually took office our country was without a president. President Eisenhower's term ended at noon; President Kennedy was not sworn in until 12:51. On another station the announcer said that the clock alone decided when one man's term ended and the other's began.

After listening to this broadcast, one class wrote letters to Congressman Judd, Senator Humphrey, the Chief Justice of the Supreme Court, and World Book Encyclopedia for a clarification of this situation. Answers were received from all except the Chief Justice.

During the broadcast on January 17, listeners were asked to write the following letters of the alphabet: S H A D C A P L I T. They were told it was a word made up by pupils in one class to help them remember the ten posts in the president's cabinet. This class had used the first letter of each office . . . S for Secretary of State; H for Health, Education and Welfare, etc. Listeners were asked to try to fit the other eight offices to the word SHADCAPLIT after the broadcast.

After a description of news services, such as AP, UPI, Reuters News Service of London, and the New York Times News Service, the newscaster suggested that listeners bring newspapers to class to play a game called Dateline Bingo. Rules for the game were explained. This game elicited great interest in at least one class where it was tried.

COMMENTS BY TEACHERS

"I feel that the newscasts have been very much worth while. They have raised the children's listening standards, created interest in news in many more children—and certainly thus broadened the children's knowledge of the "goings on" in the world. The suggestions to help prepare for newscasts as well as those for a follow-up were excellent.

"We just started to listen to this program. I think it is one of the best radio programs for school use, and we intend to listen every week from now on."

"Plan to make it a definite part of each Wednesday. The children have made a news bulletin board and enjoy carrying out recommended projects. More news items are coming in from National Geographic, Time, etc. I would like to have it continued—excellent way to help impress children with the importance of the world situation to us all."

"Our news reporting has greatly improved. Our news bulletin board has been set up by your standards and I know my class has learned much. I haven't missed a broadcast lesson since we started in January. We have written the news for a language lesson, and outlined news, etc. In fact, we try to list what will be on the news Wednesday a. m. Hope this program stays on."

CHILDREN'S COMMENTS

"We listen to your program every week. I think it is very interesting. It's practically just like a real news program except it's for kids."

"You'll never know how much I enjoy your news broadcast. Our room enjoys it so. It is so interesting. One time we missed it, and when I got home Mom asked me what I learned in school today. I couldn't say much, because we missed the news. When I told Mom about the broadcast she was so impressed. Now she listens."

"At first we didn't think it was going to be so hot to listen to, but now every Wednesday morning everybody can't wait to listen to it."

The use of radio programs by teachers is on a voluntary basis and it takes a while for a program to become established. The first program was broadcast in November, 1960. The following survey was made in March, 1961. Questionnaires were sent to all teachers of grades 5 and 6 in the Minneapolis Public Schools.

If children learn to discriminate between news that is significant and news that is not, they may become discriminating listeners as adults. After the first broadcast the young listeners said there were no "tragedies," meaning no murders, no traffic accidents, no house burnings. To date the only murder that has been discussed was that of Patrice Lumumba. The sensational headlines that are forgotten the next day are not included in the school broadcasts.

Teachers have long assumed the responsibility for improving the reading tastes of their pupils. If they will now assume the added responsibilities of guiding pupils to listen to worthwhile programs and of teaching pupils "to want substance instead of froth," in time the "vicious circle" mentioned by Dean Barrett may be broken.

		Percentage
Number mailed—319	Number returned—270	84%
DO YOU LISTEN TO THE NEWSCAST?		(of those returned)
Yes	— 145	53%
No	— 125	46%
IF YOU USE IT, DO YOU LISTEN:		(of those using)
Frequently	— 103	71%
Occasionally	— 42	28%
ARE THE NEWS ITEMS SIGNIFICANT?		
Yes	— 138	95%
No answer	— 3	
WOULD YOU DESCRIBE THE PUPIL INTEREST AS:		
Excellent	— 80	55%
Average	— 54	37%
HAS PUPIL LISTENING IMPROVED DURING THE SERIES:		
Yes	— 114	78%
No	— 9	6%

8 Reported conflict of time
18 Reported poor reception
11 Reported no radio available

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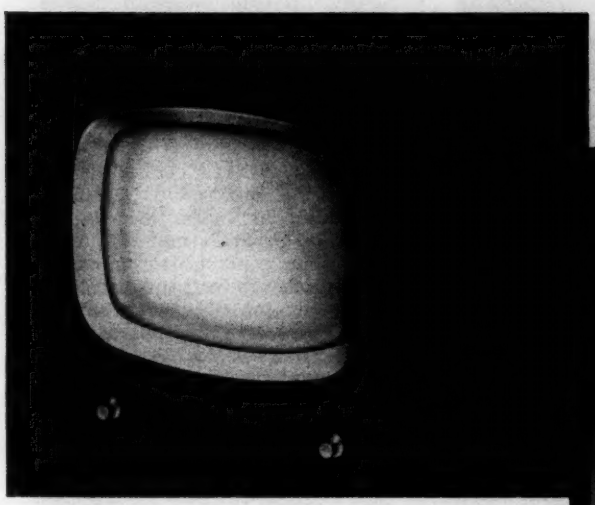
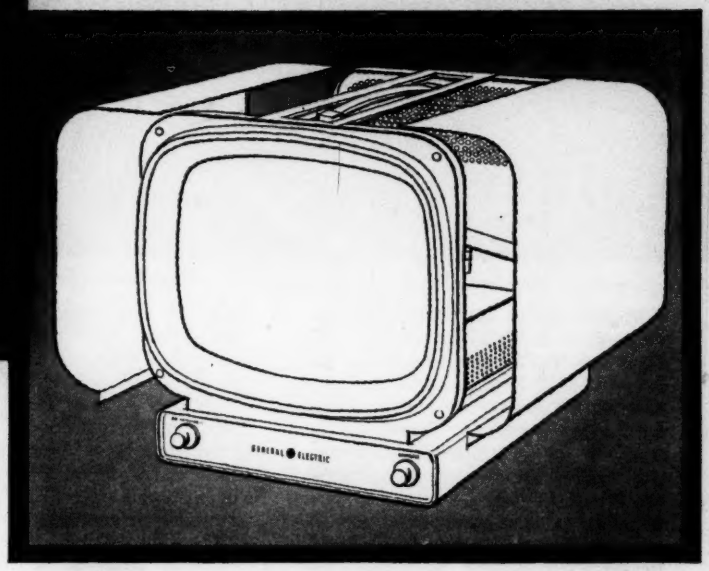
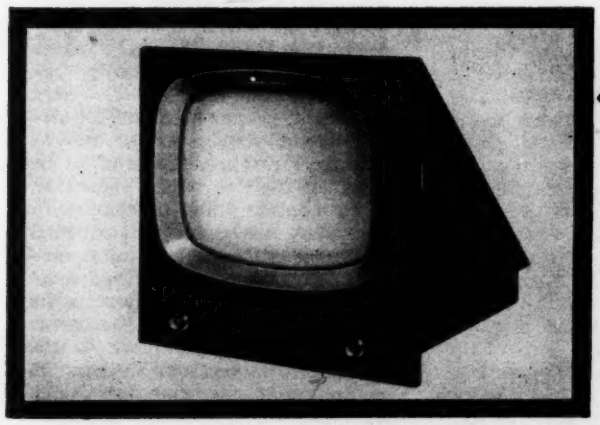




Cabinet Monitors available in 14, 17 and 21 inch screen sizes using the same chassis for each. Excellent low frequency response gives uniform picture backgrounds with no smear. There are no interactions between controls. Size, focus and linearity controls are operated individually and adjustment of one has no effect on the others.

High picture brightness is achieved without blooming. Picture tube voltage of 20 Kv combined with good regulation provides highest brightness while maintaining 800 line resolution. A polarized safety glass faceplate (optional) minimizes reflections in strongly lighted areas and improves picture contrast ratio.

Quick set up and servicing. No major disassembly is required for any normal servicing. Each side panel on cabinet models is held with just two screws, exposing the chassis. As a result, you can adjust the set and look squarely at the tube at the same time. The picture tube is inserted or removed from the front. Four screws release the faceplate for cleaning.



Rack mounted models are available in 14, 17 and 21 inch sizes. Image stability is excellent. Sharp focus with no focus drift is attained through the use of a low voltage electrostatic focus type picture tube. The wide band video amplifier (10 Mc ± 1 db) produces sharp, clear pictures. Picture interference from ground currents is eliminated.

Differential gain of the video amplifier is less than 5 percent on a 50 percent white, 50 percent black picture. Geometric distortion is less than ± 2 percent.

For complete data on these new monitors — and the full line of G-E transistorized audio equipment and other broadcasting and telecasting equipment — write to Section 4651, Technical Products Operation, General Electric Company, Lynchburg, Va.

GENERAL ELECTRIC

Living History via Television

—by MARION E. CORWELL

A scene from **Window to the Past**, TV series of Henry Ford Museum and Greenfield Village.

Many educators think of educational television as a medium reserved for direct teaching in schools or for presenting college courses to adults at home. Even among professional broadcasters there is a tendency to overlook the fact that television's proven effectiveness can be used to advantage as a **supplemental** aid in schools. Television can and should present important historic and cultural information in a way which, because of the limitations of the classroom situation, it would be impossible for a teacher to duplicate.

Detroit area elementary students have been gaining a deeper appreciation of their American heritage as a result of a unique attempt to combine the facilities of the newest mass communications medium with the resources of one of the country's outstanding museums.

As a charter member of the Detroit Educational Television Foundation, composed of sixteen educational and cultural organizations in Detroit, the Henry Ford Museum and Greenfield Village began programing when the foundation's station, WTVS, went on the air in 1955.

In planning a television series, it was necessary to consider the educational nature of the materials on display in the world-famous museum and village, and to determine the most effective way of utilizing television to present these materials. Since they are primarily show-cases of American history, it was natural that the programs should be designed to tell the story of America's past, as depicted there. Actually, objectives of the museum and village are included in the program series—to show how Americans have lived and worked, from early colonial days to the recent past, and to tell the story of their inventions and accomplishments.

Called **Window to the Past**, the museum's initial educational television package was designed for in-school viewing and aimed particularly at elementary students in grades 3 through 6. Later, it was found that a greater need existed for the age group from ten through thirteen and the presentation was revised accordingly.

The major objective in planning the programs was to enrich and vitalize the teaching of historical subjects. We hoped that the presentations would enhance interest in the various aspects of history portrayed and also motivate viewers to more extensive individual study. The programs were intended for correlation with the curriculum rather than direct integration into text material. The programs implement a viewpoint of the museum's education department staff that the primary function of the museum is to tell stories—to relate the events and conditions on a chronological basis toward the general goal of contributing to a greater knowledge of and appreciation for, our American heritage.

Any educator who has toured the Henry Ford Museum and Greenfield Village cannot fail to realize the tremendous potential this dual institution affords for television program material. With more than ninety historic buildings which typify the America of yesteryear, the village is a natural setting for remote telecasts. It has been used for this purpose on several occasions by the national television networks. Since the educational telecasts were transmitted from the WTVS studios, it was necessary to simulate the early American setting in the television studio. Rear-screen projection solved the problem, enabling the creation of a complete backdrop through the use of a 4x5 positive slide. The slide was usually an actual photograph of a location in the village.

Each program was a self-sufficient entity on a topic in American history. To make the material presented more valuable as a supplemental classroom aid, study guides were prepared for use with the telecasts. Each study guide included the title of the program, its purpose, suggested grade level, historical facts relating to the subject presented, synopsis of the program, teaching suggestions for before and after viewing, as well as a bibliography for further study. The study guides were very enthusiastically received by the teachers—not only as helpful preparation and follow-up for the programs, but also as historical resource material to be kept on file for ready reference.

To contrast the present with the past, each program opened with the story teller, in a contemporary setting, giving some background on the subject to be featured, and setting the scene for the day's trip either to the past or to Greenfield Village. On some programs, a magic clock was used to take viewers back a century or two to see events and conditions typical of the America our forefathers knew. In others, viewers were taken on a visit to

a craft shop or some other location in the museum or village. Costumed "actors," who were actually museum staff members, portrayed the roles of historical figures visited by the story teller and her viewers. Make-up and wigs were used, when necessary, for maintaining reality. Also used to enhance productions were actual museum objects, miniature properties, film clips, and special effects. With the "magic clock" device, the bridge of time imposed no problem and any period in history could be visited. This element of drama served to bring history to life, stimulating interest on the part of the viewer, and in turn expanding the horizons of the social studies curriculum.

Rehearsals for each quarter-hour program were held at the museum with the properties to be used and then a dress-rehearsal on camera was held in the studio each week immediately preceding the telecast.

Typical programs presented during the four years the series was telecast to Detroit-area schools were: "Pioneer Schools," "The Toy Shop," "Lincoln's Speech at Gettysburg," "Thomas Edison," "The Village Blacksmith," "American Folk Dancing." Others included "Spinning," "Weaving," "The Potter's Wheel," "Candlemaking," "Keeping House the 1870 Way," "America's Postal System," "The Shoe Shop," and "Glassblowing."

The programs were kinescope-recorded for rebroadcast and free-loan to schools and educational groups throughout the United States. Teachers and students have been enthusiastic in their reception of the series, which won two awards "in recognition of outstanding educational value." Discussions following the telecasts have indicated that the material presented was meaningful and educational. Teachers have reported that students often refer to something seen on a program, sometimes even weeks after it has been viewed.

Third-grade students at Lafayette school in suburban Detroit's Lincoln Park were asked to take pencil and paper to the auditorium in the event they would like to jot down some notes to remember while watching a **Window to the Past** program. The sketches of period furniture drawn by these eight-year-old students from scenes in the program were remarkably accurate and were evidence that the material presented was understood and remembered.

When it became impossible to secure camera rehearsal time in the WTVS studios, it was decided to change the museum's television presentation to a less complicated production, which required, on most shows, only one full set.

The new format was designed to appeal to the natural competitive spirit of students in grades 6, 7, and 8, although it was discovered that fifth-graders were equally interested in the programs. The format consisted of a quiz show called **You Name It**, built around objects from the collections of the museum and village and featuring six contestants from Detroit-area schools. Boys competed against girls and winners received passes to the Henry Ford Museum and Greenfield Village which allowed them to take their family and friends along with them next time.

The intent was to spotlight several objects on each program which had once played an important part in the development of America, but which are not in use in their present form today. Contestants were to guess the name of the object, or in extremely difficult cases, its use. In some cases sounds were guessed, and biographies of famous men were also presented.

For this series the Detroit Public Schools cooperated in securing children who appeared as contestants and spirit ran high among the boys versus girls. Teachers from several schools called to request that their classes be given the opportunity to appear, and they reported that their students enjoyed playing as they watched in the classrooms.

Each **You Name It** progam was a half-hour in length. In planning the programs we hoped not only to feature an object and bring out facts concerning its use as the contestants tried to identify it, but also to follow up with a demonstration of its original use. On many programs a curator from the museum staff appeared as an historical authority to add credence to the proceedings. On others, craftsmen from the village, such as the glassblower, silk maker, and potter demonstrated their crafts after objects they had made were identified.

Typical of comments from teachers whose classes played the game via television is the following from Detroit's McGraw School: "Children were interested to the point of excitement as they love competition at this age level, and especially between girls and boys. I think it is very important that they learn to recognize these objects and call them by their correct names . . . the quiz program is a wonderful way to present material that would probably be dull just shown and discussed."

Dr. Donald A. Shelley, executive director of the Henry Ford Museum and Greenfield Village, has this to say about the effectiveness of these video presentations: **"Window to the Past** and **You Name It** are experiments combining a happy balance of entertainment with education to make interesting, yet educationally worthwhile programs, which we feel have proved successful."

Plans for this year call for a **third** approach in bringing living Americana to the television audience. Developing new methods of utilizing this combination is an open challenge.

As moderator for **You Name It**, the author explains a weather vane to sixth-grade students who have correctly identified the object. Miss Corwell is manager of educational TV for Henry Ford Museum and Greenfield Village, Dearborn, Michigan.

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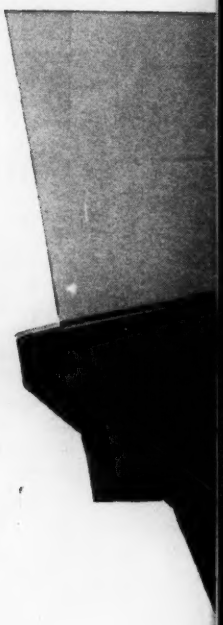

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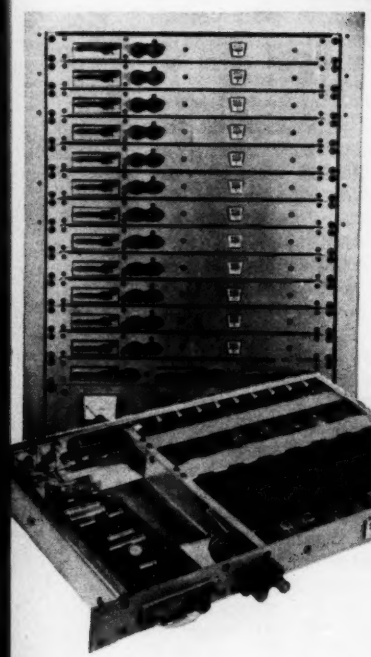

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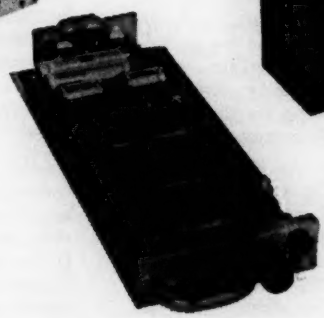

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NAEB's Radio Network

—by ROBERT E. UNDERWOOD, JR.
NAEB Network Manager

A neighbor of mine once asked me to explain to him what this NAEB Radio Network I work for is all about. I began with, "Well, you see we have these tapes," followed by what must have been a boring recitation of endless statistics about how many hours of programing we distribute each week, how many stations take various programs, and so forth. The more I talked the more I realized that the NAEB Radio Network is not all about statistics: It is not all about how many programs were distributed to how many stations for how many years. The heart of the matter is **what kind** of programs are being distributed and to what purpose? Does our program policy serve any useful purpose? What do we have to offer the listener that he isn't getting from other broadcast sources? In other words, does the listener have an unfilled need, and, if so, do the programs we offer meet that need?

It is impossible to separate the need factor from the current world situation. No serious-minded person can deny the enormity of the threat not only to our country, but to the whole of Western civilization.

One of the greatest assets our opponent can have is for us to be a nation of intellectual weaklings. Such a citizenry is ripe for making concessions; such a population is easily swayed by slogans and is easy prey for an efficient propaganda machine. However, we have two distinct advantages: We know of the threat, and we possess a communications system which is capable of turning back the challenge by giving us the necessary intellectual armor.

Therefore, in the face of this threat, one would think no effort would be spared by those in control of broadcasting to alert all citizens to the nature of the challenge and to keep them well informed about it. Also, since an intellectually strong nation is necessary if we are to repulse the attack upon us, one might expect program fare of an uplifting nature, programs that stimulate intellectual activity, programs that enable us to understand ourselves and the world around us, programs that make us better individuals **f o r** having heard them. It is in the national interest for broadcasters to make such programing readily available.

Are we—the listeners—getting what we might expect on anything resembling a consistent basis over commercial stations? A few are doing excellent work in this area; others give it passing attention. However, it appears that the majority have little interest in promoting this type of programing, the excuse being that it is not what we want! What about our **needs**, gentlemen?

The record of educational stations is better, but having an educational license doesn't entitle a station to a halo. Any station which obtains an educational license and then spends 90 per cent of its air time playing records is not an **educational** station. It is a high-powered phonograph and should be licensed as such. It is not meeting its responsibilities; it is shirking them. It is not contributing one iota either to education or to broadcasting; it is taking the easy way out.

It seems to me that we should be getting the type of programing I indicated is desirable, and the primary purpose of our service is to provide such programing to broadcasters—ALL broadcasters, commercial as well as noncommercial.

In line with this we have inaugurated a special subscription service for commercial radio stations and for NAEB associate members who use commercial radio station facilities. It is our

hope that by expanding our services we will be able to reach a wider audience and thus make a greater contribution to the nation's needs.

What kind of programs are included in our regular offerings to network members? Basically, three types: programs of background information on current events, programs of informed opinion on public affairs, and programs which promote the development of culture.

We make no attempt to provide news **per se**; that is the function of the wire services and the commercial networks. However, in relation to the news, we can and do supply programs of background information and commentary which both inform and stimulate. For example, our weekly **Washington Report, Law in the News, Business Review,** and **Georgetown Forum;** in addition, the **Special of the Week** presents national and world leaders airing their views on vital issues. The recently concluded **Africa in a Changing World** and the forthcoming **Contemporary Revolution in Latin America** and **The Border in Question: Canadian-American Relations** are typical of our continuing effort to provide probing documentaries on current events.

Important as the background news, commentary, and documentary shows are, perhaps over the years our principal contribution has been the distribution of programs which promote the development of culture. It started in 1952 with **Ways of Mankind** and it is continuing today with **Book Fair, The American Cowboy, Behavioral Science Research, The Role of Religious Faith In A Pluralistic Society, Development of the Individual, Little Orchestra Concerts, Classical Drama, The Huxley Lectures** and others. An entire list of the "cultural" series we have distributed would take pages; but, again, **how much** isn't of vital concern. The **kinds** of programs distributed—of which the above are representative—are of primary importance.

In addition to our adult programing, we maintain a special in-school service for stations which broadcast into the classroom. Through this service those stations are able to obtain the finest in-school broadcasts, including programs of foreign language instruction, guidance, literary arts, music, social studies, etc.

Neither the adult nor the in-school service is an attempt to program the educational stations served. Our purpose is to supplement the program schedules of those stations with vital program fare which otherwise would not be available to them. In the course of this work over the past ten years three primary goals have evolved:

1. To enlighten the citizenry through programs of information designed to promote public understanding of the events which determine the nature of not only ourselves as a national entity but of the world around us.

2. To present informed opinion —often conflicting, often controversial—to promote greater public interest and participation in international and domestic affairs.

3. To refine and strengthen the public taste by providing every listener with a truly liberal education so that he may profit through knowledge of the social, political, and cultural heritage of our country and of all the countries of the world.

A nation that is aware of the public issues which confront it, that has heard informed opinion on those issues, and that has the maturity gained through consistent exposure to all that it has inherited from the past is capable of making the important decisions demanded of it by the nature of the current world struggle.

To quote from a speech given by the Hon. Charles Malik at Colonial Williamsburg earlier this year, a speech which we are distributing this month:

"If only people rose to the occasion, if only they were not overwhelmed by their softness and apathy, if only they overcame their greed, if only they were morally strong, if only they were not selfish and narrow, if only they were not petty and spiteful and stupid, if only they were big, if only they knew what was at stake, if only they were not hypocritical, if only they trampled under foot the wide and easy way!"

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An Old Bus Has Its Face Lifted

—by THOMAS L. TURK

WMSB (TV), Michigan State University

At WMSB, Channel 10, Michigan State University, there's another case of "They said it couldn't be done."

During the spring months the station staff was hard at work reconditioning a 1951 Flxible [sic] bus for a new mobile broadcast unit.

When the old university-owned bus first pulled up to the station there were many doubting Thomases who said the drab and rusting hulk could never be refurbished for remote television broadcasts.

Studio supervisor Ray Dion quickly took charge, however, and came up with a preliminary interior design. Along with WMSB staff volunteers, he removed the seats, luggage racks, all but the front set of windows, the bulkhead between the passenger and storage compartments, and other inside furnishings.

With the interior gutted and new metal paneling over the window openings, the first major obstacle which had to be overcome was providing for a ventilation system to rid the bus of the extreme heat from electronic equipment. A member of the physics department calculated the size of fans and ducts needed to cool in warm weather and also to heat in winter. Using scrap from the M. S. U. salvage yard, the ducts (and almost everything else in the unit) were custom made. It was also necessary to rework frame members in order to install the ventilation system.

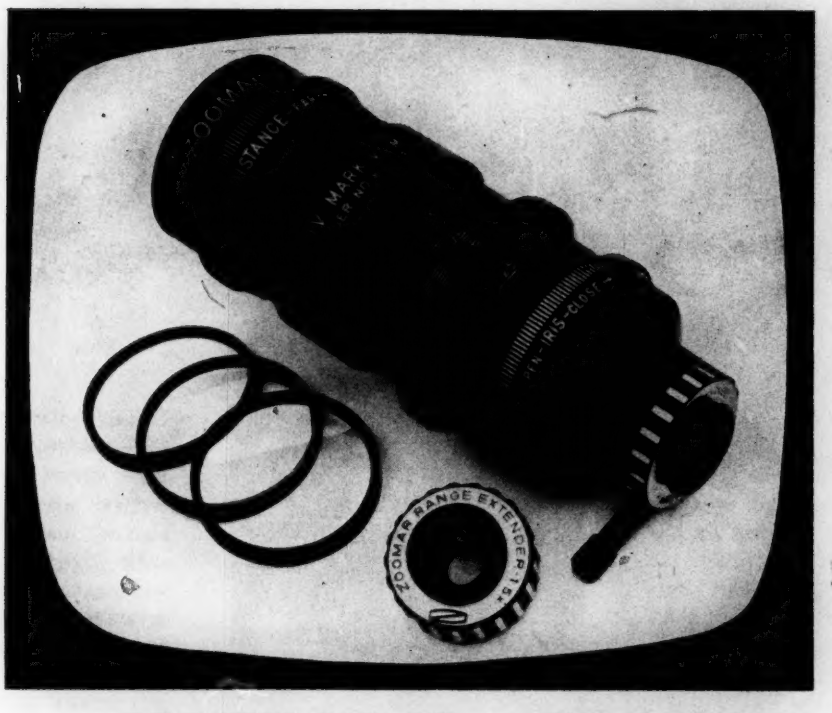
Using his own welding equipment and often working until one or two o'clock in the morning, Dion started on the interior metal structure. Scrap angle iron soon became supports and racks for production and engineering equipment. (One interesting feature of the unit is the fact that the production areas are completely separate—production in the front third, engineering, including CCU's, etc., in the rear.) In all, four tanks of welding gas were used for construction purposes.

Rusted body panels were removed and replaced with new metal fashioned in the university tin shop. Interior tabletops, a camera platform atop the bus and other finishing touches were completed in the WMSB wood shop. Soundproofing was also installed. After regular working hours, on week ends and Memorial Day, station volunteers worked on sanding and polishing the entire bus in preparation for a new coat of paint.

Meanwhile, the engineers were at work removing the technical equipment from WMSB's old and slow-moving remote trailer. New wiring and reinstallation of equipment took many days of effort.

When all the work was completed the bus was taken to the university paint shop where the outside green and white paint job was done. (WMSB personnel would have painted the outside if there had been room and painting facilities available.) Finally, Dion locked himself inside the bus and spray-painted the interior.

The remote unit, completed at a cost of less than $1500, will make it possible for the station to produce additional and more varied contract programs. It was through this type of extra work that WMSB was able to purchase the bus from M. S. U. for $3500, and a second (mobile) videotape machine along with a truck van to transport it. The new VTR and van will be integrated with the new remote unit.



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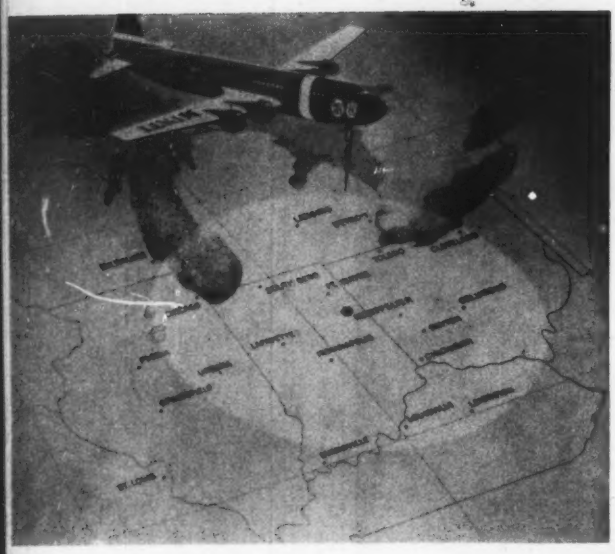

A brief look at

MPATI

The map of the world's largest single telecast area indicates the multistate region covered by the Midwest Program on Airborne Television Instruction. The project, supported by foundations and private industry, beams instructional courses to classrooms in Illinois, Indiana, Kentucky, Michigan, Ohio, and Wisconsin. Its aim is to provide quality education over a wide geographic area at a cost within reach of school budgets.

Telecasts are from an airplane flying at 23,000 feet over Montpelier, Indiana, and carrying two television stations transmitting on UHF channels 72 and 76. The plane, a four-engine DC-6, carries six and a half tons of TV equipment, including a 24-foot retractable sending antenna.

Last May, ten MPATI courses were telecast for the first time.

Teachers selected to prepare the videotaped lessons were screened from more than 300 applicants from around the nation. The first 14 teachers selected to produce courses attended a workshop during the summer of 1960. At the workshop they met with academic consultants to plan their courses.

After arriving at the general outline and over-all style for their courses, teachers began writing resource units—or guides—for the classroom teachers to use. Miss Marlene Beigel (left), arithmetic teacher, found an endless amount of bookwork involved in producing the day-to-day synopsis for the 128 lessons she planned for her course, "Wonderful World of Numbers."

Teachers then left for production centers located at six educational television studios across the country. Upon arriving at New York University studios, Miss Barbara Yanowski started production of her elementary science course. Below, left, she goes over last-minute details with her producer-director, Glenn S. Myers, before going on camera. Center,

—by GERALD R. GLAUB

she uses a model glider on camera to help explain the principles of aircraft flight. Right, she reads a textbook passage to the puppet, Wiki.

The videotaped lesson is sent to MPATI headquarters at Purdue University. Here engineers in the tape processing center test the tape for technical flaws such as sound difficulties, inadequate lighting, or physical damage.

Academic previewers, members of the Purdue University faculty, then study the tape. MPATI specialists review each lesson to be certain it meets the production standards. Sub-standard tapes are remade. Special consultants and classroom teachers frequently are called in to view the programs and make suggestions and criticisms.

Approved lessons are stored until time for them to go up in the DC-6 for telecasting.

This fall students at West Lafayette (Indiana) High School are viewing MPATI lessons. The school is one of more than thirty "demonstration schools" equipped by TV manufacturers to demonstrate airborne offerings. Dr. John E. Ivey, Jr., MPATI president, sees participation increasing to 2 million by the end of the present school year. Potential in the multistate region covered by MPATI is 5 million.

Alabama Uses ETV to Combat Illiteracy

—by LOU PENEGUY
Director of Coordination and Information, Alabama ETV Commission

This fall Alabama will enter its third year of providing adult reading and writing telecourses over its state ETV network. The telecasting of this series has alerted more local attention to ETV in Alabama than any other programing, outside of the network's twenty-five hours of weekly in-school service.

The excitement started when the last literacy measurement as recorded by the U. S. Census listed 69,432 adults in Alabama as unable to read or write and 283,040 adults over twenty-five years of age with less than five years of schooling.

ETV was seen as a method to fill an adult need in a sparsely settled rural state.

The original plan was developed in 1959. Mr. Sam Israel, a civic-minded businessman in north Alabama's Tri-Cities area, had told a friend that he was alarmed at the high adult illiteracy percentage and to learn that there was no instruction available for those of average or below income who wanted a fundamental education in his state. His attention was called to the success WKNO-TV had in teaching literacy to adults in the Memphis area. After discovering WKNO-TV's telecourse films were available for rental, Mr. Israel offered to organize a committee in his community to rent the films if the network would broadcast them.

The telecourses are designed to teach adults how to read and write using the Laubach method. This method uses familiar symbols which are similar to words and letters in which they are used, such as a picture of a bird drawn posed like the letter "B." It has been very successful in a score of foreign nations and more than 200 dialects as classroom instruction.

However, it was discovered that merely telecasting the series did not magically cause hundreds to be able to read. The state's non-readers: 1. did not know the series was on the air, as they could not read the announcements; 2. would not study on their own; 3. were embarrassed to ask for assistance; 4. did not want "to interfere with the one TV receiver (usually) per household" for their lessons when the others in the home wanted to watch an entertainment telecast.

As a result, Mr. Israel consulted with Dr. Elbert Norton, president of Florence State College. Together they applied for, and were granted, a $66,000 U. S. Department of Education grant to establish an Alabama literacy experiment. Under the appointment of Nell Peerson as literacy director, classes were organized in eleven selected counties which neighbored Florence State. Professional supervisors sought out adults who wanted to learn, arranged for civic, church, public-school centers where TV receivers were placed, and offered guidance to attending students.

Daily and weekly newspapers in the network's coverage area endorsed the project by publishing columns of pre-lesson data sent weekly from the ETV office and by running large announcement art-displays of the telecourse.

At the close of the venture last spring the experiment was marked "quite successful."

Noting a vaster need for such courses, the Alabama Federation of Women's Clubs announced in June that it will sponsor the training teleseries as its 1961-1962 project. It will rent the films, organize additional viewing-classroom centers, attempt to locate as many as possible of the adults who can benefit from the courses, and supply volunteer teachers who are to work with the students as they learn from the "master TV instructor."

To kick-off their sponsorship, they secured the backing of Governor John Patterson. (The governor had been particularly impressed by the experiment at Christmas when a number of the students sent him holiday greeting cards. Scrawled on each card was the sender's name, age (up to fifty-six years old), and a note to the effect that this was the first time he was able to sign his name on his Christmas cards.) In July the governor headed an impressive list of outstanding state personalities during the first Governor's Conference on Literacy, held to explain the project to A. F. W. C. members and volunteer teachers. Dr. Frank Laubach was the featured speaker.

Miss Peerson notes that during a meeting she attended in Washington, D. C., Vice-President Lyndon Johnson reported the illiteracy rate is extremely high in many nations, and "as a result the people cannot help to elevate themselves economically nor socially. Throughout the world the greatest hunger of all is the hunger for education. They desperately want their children to learn, even if the learning consists of little more than how to write their names.

"Leaders of the emerging nations in underdeveloped areas recognize that only on a foundation of literacy can they succeed in building self-sustaining economies to raise the standards of living for their people. The hunger for learning is one of the strongest forces in shaping the destiny of this century."

The U. S. State Department released last spring data gathered from behind the "bamboo curtain" which acknowledged that the Red China government is sponsoring an intensifed literacy program. The report stated that a communistic government agent is stationed at every road crossing. Traveling adults are made to read several sentences on a billboard erected at each of these crossings before they can continue. By requiring them to learn a few sentences a month, it is their belief that everyone in Red China will be able to read. The U. S. study maintains that one of the three sentences on each sign is anti-U. S. propaganda.

Cuba's Castro has addressed his nation on TV to announce his compulsory literacy campaign for all adults. The **New Yorker** also reported that on Mother's Day he made a long address to an assembly of mothers in an arena, advising that "Every mother will have to be able to do some reading by the end of 1961."

Unfortunately, many adults who cannot read in the U. S. feel ashamed of it and in their attempt to hide it, they never learn. There is no U. S. law stating adults **must** read and write.

Recognizing the importance of the issue, the Laubach literacy national project has on its board Pearl S. Buck, Dr. Arthur Compton, Norman Cousins, Sen. J. W. Fulbright, Bishop Gerald Kennedy, Governor David Lawrence, Dr. Charles Malik, Harold Minor, Rev. Norman Vincent Peale, Gen. Carlos Romulo, Lowell Thomas, and numerous other leading citizens.

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Yes, with Magne-Tronics you get all the economies of automated broadcasting, **plus** radio programming that gives a lift to your schedule. And priced for economy-minded budgets!

Write today for full details . . . audition tape — and exclusive rights in your market.

*Be sure to look into the Magne-Tronics background music service which broadcasters are finding a valuable station asset. Exclusive franchises in preferred markets still available.

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Educational TV, Year 2,000

—by WARREN G. MAGNUSON
U. S. Senator

Perhaps one day soon we can report that Educational Television has made the same p ogress in Congress that it has m: ie in the classroom.

In the First Session of the Eighty-Seventh Congress, the Senate acted. It passed my measure, S. 205, in essentially the same form as was approved in the Eighty-Sixth Congress.

Hearings have been held in the House and I am hopeful that legislation will be reported soon so that a realistic, helpful approach to activating more educational television channels can be undertaken with a minimum of delay.

The outlook for Congressional action and an ultimate program is much more optimistic than it has been. First of course, is the stamp of approval which has been indicated by President John F. Kennedy. Then those words of encouragement uttered by Secretary Abraham Ribicoff of the Department of Health, Education and Welfare when he stood before delegates to the National Association of Broadcasters convention in Washington, D. C., earlier this year were most appreciated by all of us who have worked for this cause.

I was heartened in the change of the position of the Department of Health, Education and Welfare from its traditional "wait and see" attitude to affirmatively recommending enactment of legislation in this important field.

In official Washington, I have found a growing support for the type of program advocated in my measure and in so many of the measures which have been introduced in the House of Representatives. Certainly there are differences. Not all feel, for example, that the grant for each state to use in buying and installing equipment for our new educational television stations should be 1 million dollars. Perhaps the ultimate program will be for slightly less. But those of us who sponsored the Senate measure—and its backers come from both sides of the political aisle—will seek to keep this individual state figure as high as possible. For we are convinced that every dollar which can be advanced now will be invested wisely by people eager to make educational television live up to its potential.

The House Subcommittee on Communications favorably reported educational television legislation which is a significant step forward.

We want to activate the majority, if not all, of the 268 channels reserved by the Federal Communications Commission for this purpose.

Maybe these additional dollars will fire enough vision and practical follow-through at state and local levels so that we can double, or perhaps triple the number of educational television stations now on the air. I hope so. Many educators and officials here share that hope. Many parents of children now deprived of educational television benefits share that hope also.

I firmly believe that an educational television network equal to and probably surpassing the commercial networks will become a fact if this legislation is enacted. With the startling and almost unbelievable developments taking place in space communications, we will see in the very near future exchanges in programs and ideas not alone between the various schools and professional groups within the United States, but between the United States and such far off countries as those in Europe, Asia, and Africa.

Actually, the problem was stated very well in the report made to the Senate at the time my measure was sent to the floor for action:

"Nine years have passed since the FCC reserved the channels and in that period only 54 educational stations have come on the air. These stations serve a wide area, but it is estimated that two-thirds of the population of the United States have no access to educational television. Yet in the same period, we have seen a rapid growth in the number of commercial television stations and in the number of homes that can be reached by it.

"Numerous problems and obstacles have beset educators and citizens throughout the United States in their efforts to activate the channels reserved for their communities. Various approaches have been used to achieve this objective. In some cases they have been successful, and in others, not. However, the problem of fund-raising has seemed almost insurmountable in spite of almost herculean efforts on the part of many of our leading educators and civic leaders.

"It is apparent from the data supplied to your Committee that the failure of the educators to utilize the unused educational reservations is not the result of a lack of interest, desire, planning, or zeal on their part. It is apparent that the largest problem facing the educators today in making use of television is the lack of funds to pay for the basic installation of the transmitting apparatus.

"Experience demonstrates once a station has been built, State Legislatures, local educational systems, and local communities raise

the funds to produce the programing and operate the stations. It is indeed a credit to those people who have labored in this field to look back and view the remarkable progress that has been made in establishing the 54 stations that are now serving more than 50 million people."

With about 3.8 million students enrolled now in our colleges and universities and an enrollment of about 6.4 million expected by 1970, not a great deal of imagination is needed to see the possibilities of educational television in the higher educational field.

But who knows these facts better than you who testified and submitted letters and statements to my Senate Commerce Committee, urging the passage of this legislation?

Still, you would be especially interested in some of the research done in connection with our World Fair of Science, the Century 21 Exposition, to be held in Seattle, Washington, between April 21 and October 21, 1962. All fields were researched to come up with what can be expected in the way of working, learning, living in the year 2,000.

The projection made in the field of education, year 2,000 is especially interesting.

Experts consulted believed that subjects would be taught according to what can best be learned at certain ages, with children two to five learning to read, write, type, and take dictation.

These leaders felt that rigid grades, based on artificial age boundaries would no longer exist. Instead, children would be placed on a loose continuous-progress program where material to be covered in, say, five years will be delineated. Within this structure, children would advance according to their abilities. Sizes of groups and lengths of classes would vary from day to day. Methods of teaching, student groupings, and teacher and student activities would adjust to the purposes and content of instruction. Individual direction and responsibility in learning would absorb 40 per cent of the students' time. They will be trained to study, think, and solve problems, not just memorize facts. Large lectures, in part through educational television, would account for an additional 40 per cent of their time, with the balance occupied by supplementary discussion groups.

But instead of television sets as we know them today, television sets would be much, much smaller, utilizing transistors as radio does today.

A central TV broadcasting center for city or country would enable as diversified a curriculum for rural as for urban schools. All the nation's schools may become linked in one comprehensive educational television network. Use of color TV would greatly enliven educational presentation. Relay of TV signals by aircraft flying above ground stations or reflected from satellite would extend distance that programs can be seen.

These are some of the predictions which will be translated into exhibits at our Century 21 Exposition.

Who knows but that we will be taking a long first step to realize this dream for more breadth of learning and mobility in teaching, when we finally get a system of grants to states authorized through passage of my measure, or one similar to it.

Two basic books for your library

- British Broadcasting in Transition

by Burton Paulu

A detailed account of developments since 1955, when the Independent Television Authority introduced commercial television in competition with the noncommercial service of the British Broadcasting Corporation. "A most useful book." *NAEB Journal.* $5.00

- British Broadcasting: Radio and Television in the United Kingdom

by Burton Paulu

A study and analysis of British broadcasting from its inception to 1955. The author is a professor and director of radio and television broadcasting at the University of Minnesota. "Scholarly but not pedantic, sympathetic but not prejudiced." *Broadcasting-Telecasting.* $6.00.

Order from your bookseller or from

THE UNIVERSITY OF MINNESOTA PRESS, Minneapolis 14, Minnesota

"Parlons Français" Brings A Native French Teacher Into Your Classroom

These are scenes from "Parlons Français," a tested and proven course of programmed instruction in conversational French for elementary school pupils, beginning in grades 3 or 4 and continuing upward. The program was developed by the Modern Language Project of Boston, Dr. Earle S. Randall, Director.

With the help of the classroom teacher, "Parlons Français" teaches French through two 15 minute lessons per week. These lessons are available on videotapes for educational television or color film (8mm or 16mm) for classroom presentation. In addition, "Parlons Français" offers an excellent series of records for drill at home or in the classroom.

The basic instruction in "Parlons Français" is provided by Mme Anne Slack, a dynamic and talented television teacher and a native of France. As school opens this year more than 2,000,000 elementary pupils will begin to assimilate the French language under her tutelage and learn French as it is spoken by a native.

Research shows that team-teaching with "Parlons Français" is successful even if the classroom teacher has no previous training in French — provided she is enthusiastic about the program and uses the supplementary materials as outlined in the Teachers' Guide. *The New York Times* has called "Parlons Français" an "ETV success story." Write for an illustrated brochure and demonstration record.

"Un ballon rouge, s'il vous plait." Basic dialogue situations, filmed in France, are used in "Parlons Français" to bring French life and customs into the classroom and let the student see and hear a native speaker use French in day-to-day situations.

Heath de Rochemont Corporation, 16 Arlington Street, Boston 16, Massachusetts
" . . . in quest of excellence"

Los Angeles ETV Teachers Receive Eddy Awards

—by PHLLIP ESSMAN

Consultant Division, Audio-Visual Education, Los Angeles County

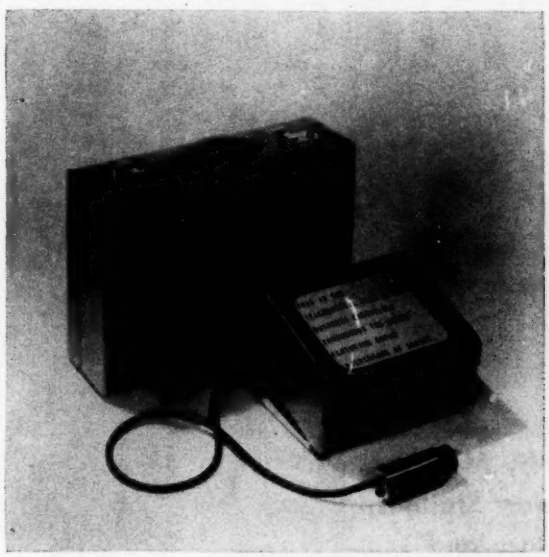
The second annual Eddy Award ceremony ("Eddy" for Educational Television) was televised over station KCOP last June. Fifteen teachers serving elementary, secondary, and college students through lessons telecast on station KCOP received awards in recognition for their services to educational television in the greater Los Angeles area. Ralph Edwards, noted host for the program **This Is Your Life** served as master of ceremonies and presented the awards.

School superintendents, school board members, consultants, teachers, and other persons connected with educational television were invited to attend the ceremony. The program included samples of taped lessons, brief comments by leading educators on the progress in educational television in this area, and the awarding of the Eddys.

During the year more than five hundred educational television lessons were produced and used in the public schools of the Los Angeles, Orange, Riverside, San Bernardino, and Ventura counties. The programs are cooperatively developed and financed by the Los Angeles City Schools and the Regional Educational Television Advisory Committee, whose members include the office of the Los Angeles County Superintendent of Schools and over sixty school districts in the participating counties.

Subjects telecast last year included science, language arts, social studies, current events, beginning Spanish, and the arts. Through educational television, over 30,000 students were able to meet Dr. Edward Teller, the world-famous nuclear physicist; Lieutenant Joe Walker, the X-15 pilot; Lieutenant Don Walsh, the bathyscaph operator; Howard Hansen, the musician; and many other equally noted people. Lessons for college students and adults in music and children's literature were provided by Los Angeles State College.

Spanish teacher Yvette Miller receives the Eddy award from Ralph Edwards, who emceed the show which was broadcast in prime time to the vast metropolitan area in southern California. The ceremony was televised to publicize the schools' efforts in contracting with the local commercial station for educational broadcasts.



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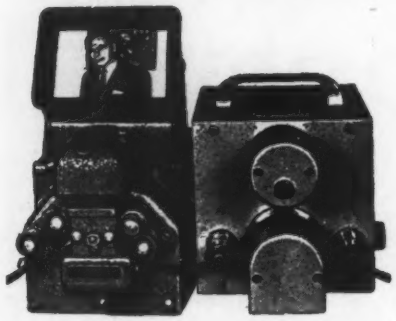

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Features many advantages not found in comparable viewers anywhere near these prices.

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- **Operates in conventional manner, left to right.**

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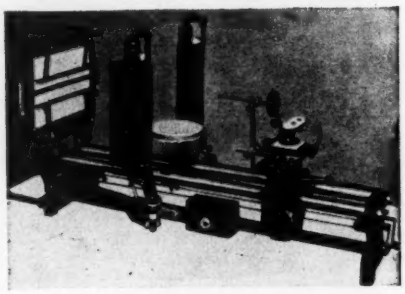

The answer to economy with TOP professional quality for Titling and Special Effects. Takes most types of movie cameras. Produces widest range of titles, trick films, cartoons, animation, zooms, crawls, trailers, stills, etc., etc. Horizontal and vertical adjustment of camera carriage and keyways. Table adjustable north, east, south, west. Title board size 7⅛"x9½" with tipping frame. Overall dimensions 40"x 15"x12". Weight 40 lbs. Sturdily constructed for 16mm and 35mm cameras and heavy-duty service.

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S.O.S. EST. 1926

Photo by Suter, Hedrich-Blessing

The Ideal Classroom of Today

To illustrate the necessary combination of products and scientific factors to better capitalize upon teaching skills and learning advantages, the School Equipment Division of Brunswick Corporation has created a room designed to incorporate the necessary facilities (above). As illustrated, the classroom is oriented to a corner teaching and electronics center; it contains carpeting on the floor, wall bracket plus overhead lighting, and is outfitted with movable and flexible furniture which can be regrouped easily to fit needs of various teaching-learning activities. It creates a home-like atmosphere, physically and psychologically conducive to learning. By virtue of its flexibility, the same room can serve any grade level or subject area with a minimum interchange of classroom equipment.

An interesting feature of the layout is detailed in the closeup (below). The television receiver, which can bring in outside broadcasts or internally originated closed-circuit programs is suspended from a ceiling-mount swivel unit. A rear-projection screen box to the right of the TV set folds back against the wall when not in use, but can be employed for the viewing of all types of visuals from projectors located on a shelf behind the television receiver. Remote controls located at the teacher position permit positive control of the transparencies or films being used at a particular time.

Details concerning specific items of furniture or equipment can be requested from Brunswick Corporation, School Equipment Division, 2605 E. Kilgore Road, Kalamazoo, Mich.

Products and Projects

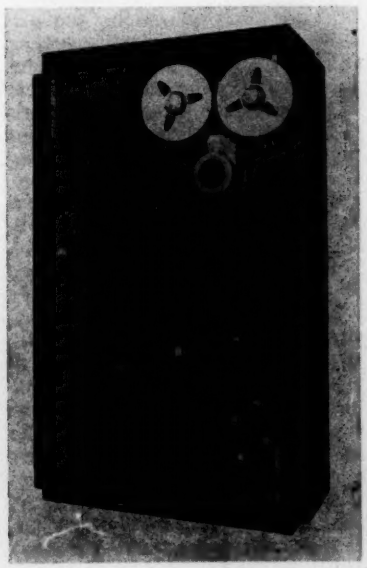
—by PHILIP LEWIS

Director
Bureau of Instruction Materials
Chicago Board of Education

VTR for CCTV for $12,500

The Toshiba Company of Tokyo (Tokyo Shibaura Electric Company, Ltd.) has announced their new VTR for use with closed-circuit systems at the lowest price current for such equipment. A more sophisticated model for on-air broadcasting recording and playback carries a price tag of $15,400. Of course the usual accessories and consumable parts carry additional charges.

The unique feature of this VTR is to record one whole picture or field in one track obliquely on the magnetic tape, using a single rotating head. The videotape has a one-inch width (in contrast to the two-inch width employed in competitive products). This reduced width permits the reduction in size of the equipment and also is economical in terms of the tape cost. The tape speed is 15" per second.



Although the machine is not designed to be compatible with broadcast standards, it is an encouraging indication that VTR as a facility can be considered wherever CCTV is to be installed. Such a unit will enable schools and institutions to record programs and lessons at convenient times for rebroadcast on the cable—in a flexible pattern designed to break any schedule bottleneck.

Engineering data and price lists are available from Mr. S. Tokunoh, Manager, Communication & Instrumentation, Foreign Trade Division, Tokyo Shibaura Electric Company, Ltd., Japan.

Quick Check for Phonograph Needles

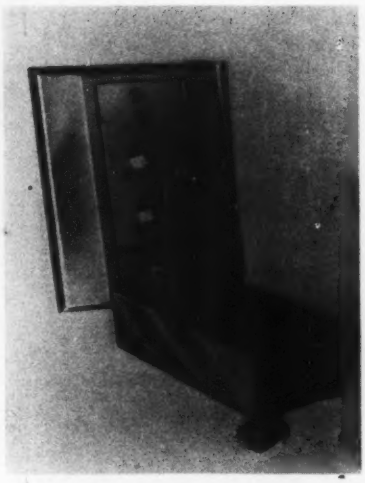
The wide use of recordings and transcriptions in listening centers, classrooms, as well as in the mass media fields brings with it the problem of determining when the needle or stylus must be changed on a machine to prevent record damage. The usual approach has been to employ a device which is in reality a modified microscope to determine needle wear.

A new product, the Syl-A-Scope, provides an easy and inexpensive method of checking

styli without the necessity of removing them from the tone arms. The needle is placed on the extension arm of the device and an enlarged silhouette of the point appears on a small rear-screen. A quick visual inspection reveals any condition necessitating a replacement. Robins Industries Corporation, 36-27 Prince Street, Flushing 54, N. Y., manufactures several models of the Syl-A-Scope.

Lock-Jax Components for TV Distribution Systems

The planning of coaxial cable distribution networks for in-school use makes it desirable to include provision for future changes and expansion of services without the need to disturb the basic wiring terminations. A recently released Lock-Jax line



effectively resolves the problem. This is done through the use of interchangeable units that can be plugged in to a special receptacle covered by a locking top (right).

More than a dozen units, each with separate function, are available to:

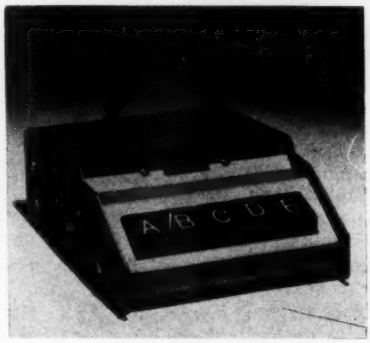
1. Use any classroom as an outlet for TV (as many as desired).
2. Use any classroom as an outlet for video monitors (direct view or projection types).
3. Use any classroom as a studio, to originate closed-circuit TV programs.
4. Connect a line amplifier into the system from any room (as additional amplification becomes necessary).
5. Conduct remote control signals through the system.

The interchangeable units are tamper-proof, since they must be released through the use of a special wrench whenever a change is to be made. The manufacturer is Blonder-Tongue Laboratories, Inc., 9 Alling Street, Newark, N. J.

Teletest Revisited

In 1960 when the revolutionary Teletest system was developed, a detailed report appeared first in the July-August 1960 **NAEB Journal.** Now the system has evolved through its third generation of modification and merits review to note important improvements and changes.

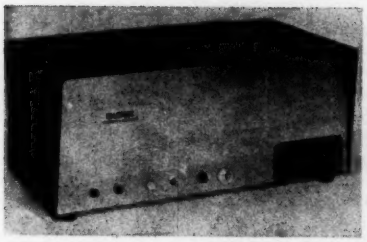
The system is designed for use with broadcast TV, closed-circuit television, and even with motion picture projection in a local area. In effect, it is a teaching machine employed with individuals or large groups of students, but the programing is supplied through the television teacher in the studio. Also, the classroom teacher at the receiving end is involved



as a most important individual in the entire process.

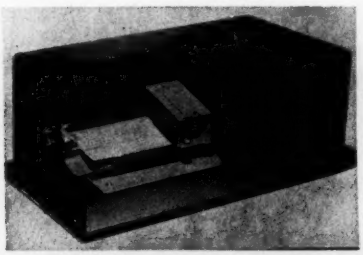
In use with broadcast television, for example, each student has before him a tiny response console (above). As the studio teacher presents a slide containing a multiple-choice question, each student presses what he believes to be the appropriate response button. If the selection is correct a round green light appears in the center aperture. If the wrong button is pressed then a square red light is apparent. The geometric shapes are provided to assist color-blind participants.

The Instructor Answer Console (below) is operated by the studio teacher in this instance. Upon presenting the multiple-choice question format the teacher would



depress the letter button indicating the correct answer for the question. A green light is illuminated above the button that is activated to inform the classroom teacher, on a duplicate device, of the answer selection. To the right of the green lights above the buttons is a percentile reading meter of the number of students selecting the correct answer on their first choice for the question. The meter holds the reading for the classroom teacher until the data is entered into IBM recording and indicates immediately the quality of the question measured by percentage of student understanding. Other controls allow for correction of settings in the event an error has been introduced, for entering of data into IBM form either on timed sequence or by manual impulse, and to switch to LOCAL when being used for classroom instruction or to REMOTE when the system is tied into open or closed-circuit television.

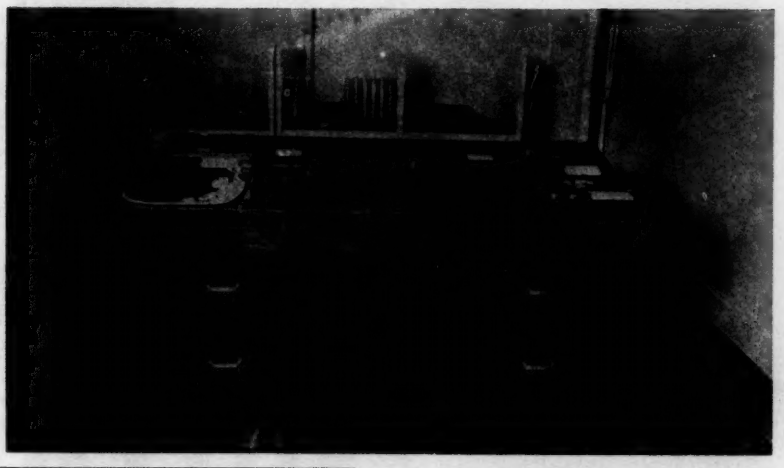
The Logic Center (above) is the unit which controls all the electronic connections in the Teletest System. A key must be inserted by the classroom teacher to activate the system and is the only function necessary to start operation. The IBM Punch (below) is connected to the Logic Center unit and is used to record and correlate all data into the card.



One card is used for each question. Each student is assigned a column position on the card determined by the position of his student station. Cards are automatically loaded and fed into the device for each question. The IBM unit performs the entire punching procedure in 5 seconds regardless of whether the activation is manual or as a result of the timed cycle. This arrangement provides total analysis of each student's performance in the teaching-learning or testing situation, supplies a direct measure of the quality of instruction, and makes a close tie-in with closed or open-circuit television so that mass communication media is now reduced to the tutorial method—one teacher to one student, regardless of the numbers of students involved.

Below is a portable type TV set for home use adapted for Teletest. Note the mastic band applied across the lower horizontal edge of the viewing screen. The three buttons shown are actually photocells located to pick up the signal cues for correct answers. In the newer models a wafer adapter is plugged directly into the set chassis. This eliminates the need for the front strip and does not require wiring changes in the receiver. Detailed reports of existing installations, technical data and related information is available from Corrigan & Associates, 2450 El Camino Real, Stanford Industrial Park, Palo Alto, California.

A Completely Wireless Language Laboratory



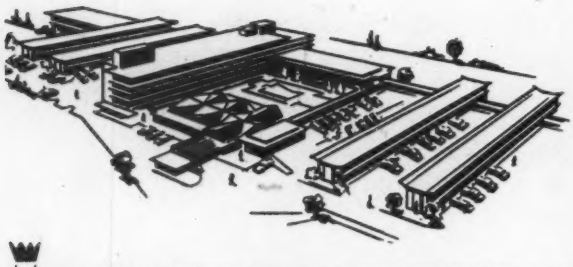
Demonstrated for the first time at the recent NAVA Convention in Chicago, this novel concept of a language laboratory, called the Trans-Sonic Educator, makes possible the installation of a teacher's console and a maximum of forty student positions with no more effort than plugging in the power cord attached to the console (above).

Transistorized miniature receivers and transmitters provide a private, interference-free, reliable wireless communication link from console to student. Each student headset-microphone unit contains a tiny sealed transmitter and receiver which provides individual and private communications channels for programing and for intercommunication.

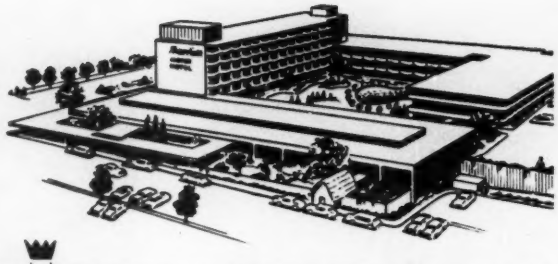
Nine integrated program sources permit widely diversified programing to a single class. Instantaneous selection of audio material to each student is accomplished at the console by the instructor through the activation of a single switch. The standard arrangement provides two 2 or 4 channel tape playback decks, one 2 or 4 channel record/playback deck, one 4-speed record turntable, instructor's microphone and associated controls.

An obvious advantage of this system is the extreme flexibility possible in the classroom. Any seating arrangement is possible, and groups can be isolated in corners of the room to eliminate the need for booths, if desired. Other applications suggest themselves in terms of the use of the headset device as a wireless microphone.

This system was designed in collaboration with Robert H. Redfield, Inc., and developed by Cook Electric Company, 2700 Southport Avenue, Chicago 14, Illinois.



WASHINGTON, D.C. / TWIN BRIDGES
300 guest rooms • 11 meeting rooms • Marriott Ballroom, capacity 900 • NAtional 8-4200



PHILADELPHIA, PENNSYLVANIA
300 guest rooms • 9 meeting rooms • Grand Ballroom, capacity 700 • TEnnyson 9-6000

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Marriott – introducing new standards of excellence for business meetings and conventions. *Every* Marriott Motor Hotel Offers –

Ultra-modern guest rooms and executive suites/each with individually-controlled air-conditioning, TV, hi-fi radio, dial-a-phone.

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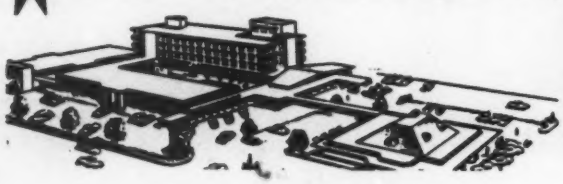
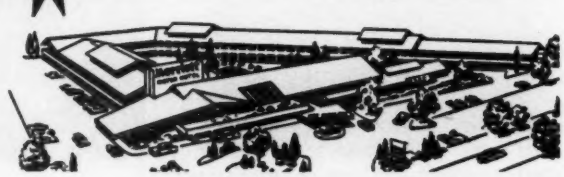
WASHINGTON, D.C. / KEY BRIDGE
228 guest rooms • 8 meeting rooms • Georgetown Room, capacity 300 • JAckson 4-6400



DALLAS, TEXAS
300 guest rooms • 11 meeting rooms • Sundown Room, capacity 1000 • Riverside 8-7511



Dear Matilda: Re the convention . . .

Dear Matilda:

While I'm in Washington for the NAEB convention, I'd like to see just what these boys we've sent there to "straighten things out" are doing when they get together in the House and Senate. Can I just walk in and listen to them?

—Anxious Constituent

Dear Anxious:

Your senators and congressmen are most pleased to have you observe them at work. You may write to yours before you come to the city and ask him to send you a pass to the visitors' galleries . . . or when you visit the capitol, visit his office and you'll find his staff most helpful in making your visit more worthwhile. Remember, however, that Congress may be out of session in October.

Dear Matilda:

Is it true what they say about the weather in D. C.? Hot, steamy, and constantly changing . . .

—Weatherwatcher

Dear Watcher:

Washington in October is delightful. Usually we enjoy bright, sunny, dry days . . . with a chance for a couple of days of Indian Summer when the mercury may get up to 85.

Dear Matilda:

The brochure on the Marriott Motor Hotel is lovely . . . but I'm a traveling man and require valet service. Can I get this type of service at a motor hotel?

—The Traveler

Dear Traveler:

Not only does the Marriott have one-day valet service . . . but should you bring your wife and family with you, your wife will find the ironing board in the room convenient. She can obtain an iron from the bell captain, and she can also use the automatic laundry room. So bring along the week's wash!

Dear Matilda:

How about food? I'm a quick one for breakfast but want a he-man lunch.

—Hungry One

Dear Hungry:

Just off the main lobby is the Fairfield Inn—open from 6:30 a. m. to 12 midnight—for your quick breakfast (at the counter if you prefer) or your he-man lunch . . . and, important, at economical prices. Or, if you prefer tender, juicy char-broiled steaks in the Sirloin and Saddle Room, it is open for lunch and dinner. Delightful Southern atmosphere!

Dear Matilda:

I'm planning to drive to Washington. What's the best route by which to arrive at the Marriott without getting lost in the downtown maze? And how about parking facilities?

—Barney Oldfield

Dear Barney:

Elsewhere in this magazine there is a map showing the key highways coming into Washington and the routes to take to the Marriott. With your bird dog sense and this trusty map, I'm sure you'll zero right in.

As for your car, you can park practically adjacent to your room. And this means that if you don't want to be bothered with bellboys and tipping, you can forget them and carry your bags a couple of steps into your room. The Marriott has a drive-in check-in window.

But if you're feeling the strain of your long drive and want bellboy service, one is immediately available.

Dear Matilda:

Some of the old gang want to get together in my room for a clambake. And you can be sure they'll be thirsty .But I can't quite see serving them in those paper cups. . .

—One of the Old Gang

Dear One:

No problem. Just pick up your phone and ask Room Service to send all the supplies you need for setups. Also, there are soda and ice machines on every floor of the Marriott.

Dear Matilda:

What should I plan to wear while there?

—Clothes Conscious

Dear Conscious:

Suits are in order for the ladies—maybe a light topcoat or fur jacket for evening or for a possible turn in the weather.

Dear Matilda:

What are my chances of seeing President Kennedy and Jackie when in D. C.?

—Ardent Supporter

Dear Ardent:

I'd like to be able to say they'd be delighted to see you . . . just give them a call. However, as you know, the demands on their time are heavy. So I suggest you settle for a tour of the official rooms of the White House. These are open to the public Tuesday through Saturday. from 10 to 12 noon. Who knows? You may just catch a glimpse of the President as he hurries across the lawn to the executive offices.

EDUCATIONAL RADIO-TV

This is a new publication in the educational broadcasting field. It is hoped that everyone interested in this field will find herein something of personal interest . . . something not to be found anywhere else. Featured in this pilot issue are articles by FCC Chairman Minow and Senator Magnuson. There are articles on the use of television to aid illiteracy in Alabama . . . the unexpected "side effects" of etv on children . . . the use of radio to teach children to be discriminating when hearing the news of the day . . . unique use of visuals in tv . . . a museum's use of tv . . . French education via tv. Since the publisher, the NAEB, moved its headquarters to Washington, D. C., a year ago, it seemed appropriate in these pages to have NAEB President Harley report on the year's events. Its manager explains what the NAEB radio tape network is all about; someone tells how workers at one station converted an old bus to etv usage. There's a shortie on how Los Angeles awards its etv teachers . . . and new products in the broadcasting field are examined by Philip Lewis, whose column has appeared regularly in the NAEB JOURNAL.